# 2026-28 Graduate Catalog

**Student Success –**
that's what we're about!

**Portales, New Mexico 88130**
**575.562.1011 | 800.367.3668**
**enmu.edu**

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# University Notices

## A Message from the President

Welcome to Eastern New Mexico University! At ENMU, we are committed to student success. We work with you to achieve your educational goals through an exceptional educational experience.

We have an array of outstanding graduate programs to meet your needs and help you become or remain competitive in your chosen career. We also strive to meet you where you are by delivering traditional, in-person programs as well as state-of-the-art distance learning formats. Whether in-person or online, you will find a sense of family at ENMU dedicated to your success.

ENMU also provides a complete university experience, and we hope you will take advantage of all the opportunities the University has to offer. We are very excited to have you as a member of the Eastern New Mexico University family and we are honored to be a part of your educational journey. Welcome!

## Un mensaje del President

Bienvenidos a Eastern New Mexico University. En ENMU, nos comprometemos a ayudarles a nuestros estudiantes a alcanzar el éxito. Nos empeñamos a apoyarles para que logren sus metas académicas al facilitarles una educación excepcional.

Contamos con sobresalientes programas de estudio de pos-grado que se acoplan a sus necesidades personales y les ayudan a lograr o mantener su nivel de competencia en su carrera profesional. Nos comprometemos a acoplarnos a sus circunstancias al ofrecer oportunidades de estudio tanto de forma presencial tradicional o a través de clases a larga distancia, impartidas con el apoyo de la tecnología educativa más avanzada. Ya sea de forma presencial o en línea, encontrarán un ambiente acogedor y se sentirán entre familia en ENMU, donde todos no dedicamos a su éxito.

ENMU provee una experiencia universitaria completa y polifacética y les animamos a involucrarse en todas las oportunidades que ofrecemos en la universidad. Nos emociona la posibilidad de incluirlos como miembros de la familia de Eastern New Mexico University y es un honor para nosotros formar parte de su trayecto académico. ¡Bienvenidos!

## Equal Educational Opportunity Policy

Eastern New Mexico University is an equal opportunity employer. The University does not discriminate on the basis of age, race, color, national origin, sex, religion, veteran status, disability, or any other basis protected by law in its programs, activities or employment. Persons seeking additional information about the University's non-discrimination policy should contact:

**Human Resources**
ENMU Station 21
1500 S Avenue K
Portales, NM 88130
575-562-2115

## Title IX Statement

**"No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." (20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972).**

The Eastern New Mexico University System (the System) affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. The System prohibits any and all discrimination on the basis of sex. The System adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. The ENMU System Title IX Policy specifically governs the System's sex-based discrimination policies and procedures. The System does not discriminate on the basis of sex in its educational programs, activities, employment, and admission decisions, and the University is required by Title IX and 34 C.F.R. Part 106 not to discriminate in such a manner.

When brought to the attention of the System, any sex-based discrimination will be appropriately addressed and remedied by the System according to the ENMU System Policy 80-12 Title IX Policy, and the ENMU System Resolution Process and Procedures Manual for Alleged Violation of the Title IX Policy. Links to these documents can be found at **www.enmu.edu/titleix.**

Inquiries concerning the application of Title IX and 34 C.F.R. Part 106 may be referred to the ENMU System Title IX Coordinator or to the Assistant Secretary for the Office for Civil Rights of United States Department of Education.

**ENMU System Title IX Coordinator**
ENMU Station 2
1500 S Ave K
Portales, NM 88130
575-562-2235
**TitleIX.Coordinator@enmu.edu**

For inquiries to the Assistant Secretary for the Office for Civil Rights of United States Department of Education:

**U.S. Department of Education**
**Office for Civil Rights**
400 Maryland Ave. SW
Washington, DC 20202-1100
Customer Service: 800-421-3481
Fax: 202-453-6012
TDD: 877-521-2172
E-mail: **OCR@ed.gov**
Web: **https://www.ed.gov/ocr**

### Release of Student Information Policy/FERPA

If a student fails to maintain their financial obligation to the University or violates non-academic regulations, ENMU may withhold grade reports, transcripts, and statements of student status. See the Family Educational Rights and Privacy Act (FERPA) at **enmu.edu/FERPA** or **page 14.**

### Student Responsibility

Students are responsible for complying with all regulations of the University, the Graduate School, and the program they select for their major, their emphasis or their non-degree interest. Specifically, it is the students' responsibility to:

1. Read, understand, and adhere to all requirements and processes established in this catalog.
2. Formulate and file promptly an official degree plan approved by the graduate advisory committee, graduate coordinator, and graduate dean.
3. Initiate in writing necessary changes and substitutions involving the graduate advisory committee (as applicable), the major, the degree plan or other degree requirements.
4. Make arrangements for the necessary duplication and binding of the thesis, and pay all fees.
5. Apply for graduation. All graduate students at ENMU are to comply with the Student Code of Conduct as posted in the Student Handbook at **enmu.edu/StudentHandbook.**

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**Programs, policies, statements, fees, University calendar dates and/or courses contained herein are subject to continuous review and evaluation. The University reserves the right to make changes at any time, through appropriate administrative procedure, without prior notice.**

**The information contained within this catalog is a description of programs and courses active at the time of publication. The catalog is not intended to be construed as contractual in nature.**

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# About Eastern New Mexico University

## Mission

Eastern New Mexico University combines an engaging learning environment with current technology to provide a rich educational experience. ENMU focuses on:

- Preparing students for careers and advanced study.
- Promoting citizenship, leadership skills, and values.
- Promoting scholarship, both primary and applied.
- Supporting excellence in teaching, learning, and research.
- Empowering students to respond to a rapidly changing world.
- Employing faculty and staff who value student success and organizational collaboration.

## Vision Statement

Eastern New Mexico University emphasizes liberal arts education, freedom on inquiry, cultural diversity, and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

The Eastern community envisions a university where every faculty and staff member instills in one another and in students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing and fostering diversity and inclusion among students, faculty, and staff. The University engages well-qualified and caring faculty and staff who treat one another with respect and work together to accomplish institutional goals and mentor students.

## Accreditation

ENMU has been continuously accredited through the Higher Learning Commission (HLC) of the North Central Association since accreditation of undergraduate programs in 1947. The HLC accreditation covers all of ENMU's campuses and programs. Additionally, The New Mexico Higher Education Department (NMHED) oversees and regulates all postsecondary institutions operating in New Mexico and recognizes ENMU as authorized to offer programs in post-secondary education at both the undergraduate and graduate levels.

**Higher Learning Commission**
230 South LaSalle Street
Suite 7-500
Chicago, Illinois 60604-1413
Web: **HLCommission.org**
Phone: 800-621-7440

In addition, ENMU has earned accreditation from the following agencies:

- National Association of Schools of Music (NASM)
- Accreditation Council for Business Schools and Programs (ACBSP)
- American Speech-Language-Hearing Association (ASHA)
- Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing)
- Council on Social Work Education (CSWE) for ENMU's BSW program. ENMU is approved to apply for accreditation of its MSW program.

Current Accreditation information can be found at **enmu.edu/Accreditation.**

## History

Eastern New Mexico University (ENMU) takes pride in its many accomplishments and its reputation for excellence. ENMU is a comprehensive multi-campus university offering undergraduate and graduate programs in the liberal arts and sciences, education, business, fine arts and selected vocational and technical subjects.

ENMU opened in the fall of 1934 as a two-year junior college and became a baccalaureate institution in 1940. Graduate programs were developed by the University and accredited by the North Central Association of Colleges and Schools in 1949. The master's degree is the highest degree conferred by the University.

## Student Complaints and Resolution Resources

Eastern New Mexico University is committed to providing a transparent and effective mechanism for communicating and resolving student complaints, in compliance with university policy [70-10], The U.S. Department of Education and the Higher Learning Commission. Current students will need to log in with their ENMU ID and password to access the complaint form found at **www.enmu.edu/studentcomplaint.** Former students can submit a complaint by contacting Academic Affairs at **academic.affairs@enmu.edu.**

ENMU is a NC-SARA approved institution, and the New Mexico Higher Education Department (NMHED) is the NC-SARA portal entity. Distance education students attending ENMU should follow the ENMU complaint process. If they are not satisfied with that resolution, they can file a NC-SARA complaint with NMHED. Complaints regarding grades and student conduct violations shall not be reviewed by NMHED. For more information visit NMHED NC-SARA page.

The New Mexico Higher Education Department (NMHED) can further facilitate in resolving student

complaints, after the student has utilized all resources with the institution. Visit **https://hed.nm.gov/students-parents/student-complaints** for more information. These processes are available for students both residing inside and outside the state of New Mexico.

## Distance Learning

Eastern New Mexico University has been a pioneer in distance learning with over 40 years of experience in alternative delivery systems for educational programs. ENMU began a distance learning program by offering courses in other communities in 1957; in 1978, the University began offering instruction through educational television. Today, programs feature a variety of delivery mechanisms, both across programs and within courses, depending on the nature and content of individual courses.

The most extensive outreach effort involves ENMU's online course offerings, which include both synchronous and asynchronous delivery methods. ENMU's lecture capture technology enhances the quality of the online courses offered by our graduate programs. In addition, ENMU provides students with collaboration capabilities, while participating in distance learning. ENMU's commitment to distance learning is campus-wide. The Golden Library provides extensive electronic and human support to distance-learning students. Campus services, such as advising, career and personal counseling, financial aid and other support services are also available to distance learning students.

ENMU delivers online education programs and courses throughout the United States and abroad. **If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request. (Authority: 20 U.S.C. 1001 and 1002).**

In other words, ENMU must seek authorization to deliver distance learning outside New Mexico borders. The regulation changes are designed to address the growing population of students residing at a distance and pursuing university-level education online.

The state of New Mexico has joined the National Council for State Authorization Reciprocity Agreements (NC-SARA). ENMU is approved to participate in that agreement. Students who reside in other states who have joined NC-SARA may take online classes at ENMU without obtaining any other authorization. SARA states may be found on the NC-SARA website at **nc-sara.org/directory/** or on the ENMU website at **enmu.edu/NC-SARA.**

# The Graduate School at ENMU

**Graduate Dean** John Montgomery

**Graduate School Data Coordinator** Jade Mullikin

**Graduate Council**
Johannes Addido - *Curriculum & Instruction*
Matthew Barlow - *Biology*
Kristie Buchanan - *Nursing*
Richard Guerra – *Sports Administration*
Elizabeth Lynch - *Anthropology*
Elizabeth Stewart - *Educational Studies*
Debra Stone - *MBA*
David Sweeten - *English*
Suzanne Swift - *CDIS*
Juchao Yan – *Chemistry*
Qian Yu - *Communication*
Melissa Moyer – *Social Work*
John Montgomery *(Ex Officio)*

**College Deans**
Robert Schneider
COLLEGE OF BUSINESS

Lee Hurren
COLLEGE OF EDUCATION AND TECHNOLOGY

David Steffens
COLLEGE OF FINE ARTS

Mary Ayala
COLLEGE OF LIBERAL ARTS AND SCIENCES

## GRADUATE DEGREE PROGRAMS

| MAJOR | EMPHASIS | DEGREE |
|---|---|---|
| **College of Business** | | |
| Business Administration | | M.B.A. |
| | Accounting | M.B.A. |
| | Finance | M.B.A. |
| **College of Education and Technology** | | |
| Counseling | | M.A. |
| School Counseling | | M.Ed. |
| Education | Bilingual Education | M.Ed. |
| | Career and Technical Education | M.Ed. |
| | Educational Technology | M.Ed. |
| | Elementary Education | M.Ed. |
| | English as a Second Language | M.Ed. |
| | Pedagogy and Learning | M.Ed. |
| | Reading/Literacy | M.Ed. |
| | Secondary Education | M.Ed. |
| Special Education | Early Childhood | M.S.E. |
| | General | M.S.E. |
| | Special Education Licensure | M.S.E. |

| MAJOR | EMPHASIS | DEGREE |
|---|---|---|
| **College of Education and Technology cont'd** | | |
| Physical Education | Sport Administration | M.S. |
| **College of Fine Arts** | | |
| Communication | | M.A. |
| **College of Liberal Arts and Sciences** | | |
| Anthropology | | M.A. |
| Biology | | M.S. |
| Chemistry | | M.S. |
| Communicative Disorders | Speech-Language Pathology | M.S. |
| English | | M.A. |
| Nursing | Nursing Education | M.S.N. |
| Social Work | Clinical | M.S.W. |
| | Clinical Military | M.S.W. |
| | Children, Youth, and Families | M.S.W. |
| | | |
| | | |
| | | |

## GRADUATE CERTIFICATE PROGRAMS

| College | Subject Area | Certificate/Endorsement |
|---|---|---|
| College of Education and Technology | Education | Alternative Licensure in Elementary Education |
| | | Alternative Licensure in Secondary Education |
| | | Alternative Licensure in Special Education |
| | | Education Administration |

## Mission

The Graduate School at ENMU exists to provide a quality higher education in selected programs. These diverse programs are offered to help develop the knowledge and competency of the student in their field of study; to foster a spirit of inquiry by encouraging independent, original thought; to acquaint the student with the techniques of research and to promote intellectual growth.

In seeking to serve all qualified students, the Graduate School begins with the belief that education is a life-long process that demonstrates the importance of independent inquiry, objectivity, and judgment. The programs offered through the Graduate School strive to provide the student with experiences which will help prepare them for life and livelihood in a changing world.

## Goals

The Graduate School at ENMU seeks to extend the frontiers of knowledge by stimulating originality, promoting the benefits of learning, encouraging scholarship, and developing a sense of professionalism. The Graduate School actively searches for students who have the academic background, the intellectual initiative, and the necessary zeal to meet the challenge set by the graduate program.

## Programs

The Graduate School at ENMU currently offers a variety of programs, as well as different degrees.

Post-baccalaureate students, in consultation with the appropriate graduate faculty, should be able to plan for almost any kind of contingency. Those students who wish to study for a master's degree, those who wish to pursue graduate work but without intending to apply credits toward an advanced degree, and those who intend to earn credit toward professional certification or licensure should be able to select an appropriate plan of study.

## Office of the Graduate School

The Graduate School at ENMU coordinates all graduate programs offered by the University through the Office of the Graduate School.

## Graduate Dean

The dean of the Graduate School, or graduate dean, is responsible for implementing Graduate School policies and procedures. The graduate dean approves graduate faculty and programs based on the recommendation of the college deans and the Graduate Council. The graduate dean has other responsibilities and duties that are stated in this catalog or are inherent by the nature of the office.

## Graduate Council

The Graduate Council, composed of graduate coordinators from each graduate program, has the responsibility for recommending policies, programs, and plans for the Graduate School. This council continually reviews the graduate programs, evaluates curricular proposals, acts on petitions, and approves candidates for graduation. The Graduate Council sets graduate faculty policy and reviews the list of graduate faculty members maintained by the graduate dean.

## Graduate Coordinator

While there are variations in emphasis from program to program, generally, the graduate coordinator, chosen from among the graduate faculty within a program, has the responsibility to consult with all new graduate students to review Graduate School and program policies, and to advise students on the choice of a graduate advisory committee and initial curricular planning. This person keeps the Graduate School apprised of changes in the graduate program, coordinates curricular proposals, determines students' admissibility to the program, coordinates the assignment of graduate advisers, and acts on petitions related to program policies and procedures. Other duties include making graduate assistantship recommendations and assignments and submitting approval for graduation. Graduate coordinators serve at the pleasure of the University president.

## Faculty

Designation as regular graduate faculty is determined by academic qualifications and experience, college, and Graduate School recommendations. Final approval is granted by the Vice President for Academic Affairs. Associate graduate faculty status may be awarded to those individuals who do not hold a terminal degree but who have professional backgrounds that qualify them to teach specific courses. Temporary status may be awarded to individuals who do not have the qualifications for regular or associate status for a limited period to address a specific, short-term need of a program. It is expected that individuals with temporary status will receive specific guidance or mentoring by the program.

Faculty members holding regular graduate faculty status are expected to participate in all phases of the graduate program including teaching graduate courses, advising graduate students, supervising graduate research, and formulating graduate curriculum in appropriate disciplines. They are eligible to serve on graduate committees. Faculty members holding associate graduate faculty status are expected to fulfill duties as outlined in their initial appointment. Renewal of graduate faculty appointments are made as part of regular program review and are based on whether the faculty member is actively participating in the graduate program as described above and has maintained currency in the discipline.

# ENMU Academic Regulations and Procedures

## General Academic Regulations

Students are responsible for complying with all regulations of the University, the Graduate School, and the program, emphasis, or non-degree interest. All graduate students at ENMU are to comply with the student Code of Conduct as posted in the Student Handbook online at **enmu.edu/StudentHandbook.**

Student records are maintained electronically by the Graduate School. During the first semester of enrollment, students should verify that all records have been received, and that they are accurate and current. Students are responsible for understanding and adhering to all University, Graduate School, and program policies. The Office of the Graduate School, graduate dean, graduate coordinators, and graduate faculty are available to students to clarify policies and assist students in obtaining appropriate information.

A minimum of twenty-one (21) credit hours of graduate coursework must be completed through Eastern New Mexico University – Portales. A master's degree requires a minimum of two (2) semesters to complete, and all degree requirements, including all courses, comprehensive or final examination(s), projects, and/or thesis must be finished within six (6) years from the first course taken on the degree plan. Courses older than six (6) years do not apply to program requirements, unless otherwise specified by the program.

The graduate dean will approve students for graduation provided:

1. They have fulfilled all degree requirements set forth in this catalog.
2. They have successfully completed the courses listed on the approved degree plan.
3. They have successfully completed all degree requirements as specified by the program including, but not limited to, comprehensive examinations, integrative experiences, thesis defense, and thesis final copy.
4. They have successfully completed a minimum of twenty-one (21) graduate credits at ENMU.
5. At least 50% of their degree plan includes graduate-only courses.
6. Their degree is conferred within six years from the semester of enrollment in the first course applied to the degree plan, unless otherwise specified by the program's catalog.
7. Their curricular requirements are governed by one catalog.
8. They have a minimum cumulative graduate GPA of 3.0.
9. They have a grade of "B" or higher in all core courses, a maximum of three credit hours of "C" in emphasis or elective courses if allowed by their program, and no grade below a "C" on any courses included in the degree plan.
10. They have met residency requirements applicable to their graduate program. New catalogs are effective the fall term of the year in which they are published. Students using earlier catalogs may continue to use the courses (or appropriate course substitutions) and program requirements of the catalog used at matriculation. However, academic standards and regulations introduced in new catalogs apply to all students. Thus, probation and suspension regulations and specific grade-point average requirements apply to all students.

The University may make changes and exceptions to the curricular and academic policies provided that administrative and governance procedures are followed. Affected students are given reasonable consideration to petition for exceptions.

## Petitions for Exceptions to Established Requirements and Policies

Students should initiate petitions for substitutions and exceptions to program curricular and degree plan requirements with the advice and consent of their graduate advisory committee. The petitions should be directed to the appropriate graduate coordinator and then to the graduate dean.

The graduate dean shall direct student petitions, requesting exceptions, to established Graduate School policies to the Graduate Council, who shall recommend resolutions. The graduate dean has final approval for all requests for exceptions to established graduate policies and procedures.

## Academic Integrity and Conduct

All graduate students are expected to obey the laws of the state and nation and to pursue their academic careers with honesty and integrity. The Student Code of Conduct covers expectations for student conduct, sanctions, adjudication processes and the student's rights and responsibilities. Graduate students will be held responsible for abiding by the Student Code of Conduct while at ENMU. The Student Code of Conduct can be found in the Student Handbook at **enmu.edu/StudentHandbook.** The University community regards academic dishonesty, especially cheating and plagiarism, as unacceptable conduct at any time and has established severe penalties for those found guilty of such acts. Continual absenteeism or disruptive behavior in the classroom are also considered inappropriate behavior.

## Penalties and Processes

The penalties for academic misconduct will be determined at the discretion of the faculty member of record or will be determined by policies established by the academic program. The policies, processes, and penalties established by a faculty member, or an academic unit, will be contained in the course syllabus and/or in a student handbook provided by the academic unit. The faculty member of record may determine that academic dishonesty is indicative of misrepresentation of the student's knowledge of the course material, resulting in a lower or even a failing grade in the class in which the offense occurred.

If a faculty member considers the student's academic dishonesty sufficiently grave, they may ask that the student be suspended temporarily or permanently dismissed from a graduate program.

The recommendation for suspension or dismissal will be reviewed by the graduate faculty of the program, or a subgroup of three or more graduate faculty of the program, as designated by the college dean. This group may be an established group such as the student's advisory committee; a program committee for evaluating student progress; or it may be an ad hoc committee appointed by the college dean for this purpose.

The appointed graduate faculty will review the facts of the case and make a recommendation based on approved policy established by the program or the college. The college dean's recommendation, with documentation of rationale, will then be forwarded to the graduate dean, who will notify the student within five (5) University working days of receipt of the recommendation. The graduate dean will provide copies of the recommendation and rationale to the student.

## Appeal

Students who wish to appeal a lowered or failing grade due to academic dishonesty should follow Part C of the grade appeal process. The appeal process and procedures may be obtained by contacting any department chair or dean.

Students who are recommended for dismissal or suspension, for reasons of academic dishonesty, may appeal to the Graduate Student Academic Appeals Committee by submitting a written request and rationale for appeal within five (5) working days of receipt of the written notification from the graduate dean.

If the student appeals, the Graduate Student Academic Appeals Committee shall hear the case and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to ensure that University policies and procedures were followed and make a final determination about the dismissal or suspension of the student. The action of the graduate dean is final.

If the student does not appeal, the recommendation stands, and the dismissal or suspension is implemented immediately and recorded on the student's official record.

If the final disposition of the case results in suspension or dismissal from the program, and the student applies for admission to another graduate program at ENMU, the facts and records may be reviewed by the graduate faculty in considering admission into the other program.

## Graduate Student Academic Appeals Committee

The Graduate Student Academic Appeals Committee hears appeals by students who are accused of unprofessional behavior or academic dishonesty, as well as graduate assistants accused of inadequate performance. The Committee has no jurisdiction over matters of faculty grading or matters of student behavior covered by other University and Student Government policies and procedures.

As need arises, a Graduate Student Academic Appeals Committee is appointed. The Committee shall consist of three members of the graduate faculty and two graduate students. The Associated Student Government shall appoint one graduate faculty member, one graduate student, and one alternate for each position. The Graduate Council shall appoint one graduate faculty member, one graduate student and one alternate for each position. The graduate dean shall appoint one graduate faculty member and one alternate. The committee shall elect a chairperson from among its graduate faculty membership, with all members voting. In the event a member cannot be present, or there is a possible conflict of interest, the graduate dean, at their discretion, shall appoint an alternate.

The graduate dean will convene the committee within five (5) University working days following receipt of the appeal, if the appeal is timely. If the University is at the end of a semester or not in academic session (fall, spring, or summer session), the committee will be convened within five (5) University working days of the first day of the next semester following the date of receipt of the appeal. The committee shall review the written appeal, the recommendation of the graduate faculty, hear the appeal of the student, and the graduate faculty filing the complaint. The committee can call other persons to testify as necessary. The appealing student may appear with a personally chosen representative. A record will be kept of the proceedings and forwarded to the graduate dean with the recommendation of the committee. The graduate dean will then determine final disposition of the appeal.

# Program Admission

## Admission Standards

Applicants seeking admission into Graduate School must hold a minimum of a bachelor's degree from a regionally accredited college, university or an institution accredited by an agency recognized by the Council for Higher Education Accreditation (C.H.E.A.). If the application and admission process occurs prior to the completion of the applicant's undergraduate degree, admission is granted pending completion of that degree. Admission will be either deferred or revoked, at the program's discretion, if the undergraduate degree is not completed prior to the semester of admission.

## Admission Procedures

All applicants, whether degree-seeking, leveling, or non-degree seeking, must submit an application to the Graduate School. Application to the Graduate School includes submission of the online form and of official transcripts as described below. Individuals who are seeking a master's degree or graduate certificate must submit additional materials specified by the desired program of study.

To receive full consideration for admission to the Graduate School, students are encouraged to study the admission policies and procedures and supply everything required for the application in a timely manner. The submission of a complete application not only expedites the admission process, it helps place the student properly and ensures that graduate study will begin without delay. Misrepresentation on the application or during the admission process is grounds for denial of admission and/or future enrollment. Discovery of failure to reveal a previous suspension or dismissal may result in immediate and permanent dismissal from the Graduate School.

1. **Application:** All persons (including graduates of Eastern New Mexico University) seeking admission to the Graduate School are required to submit a formal application for admission. Applications are available online at **enmu.edu/admission/how-to-apply.**
2. **Application Materials:** Provide the University with copies of official transcripts showing the award of a bachelor's/master's degree and transcripts showing any completed post-baccalaureate coursework from an accredited college or university recognized by CHEA (Council of Higher Education Accreditation). Transcripts must be on file before an applicant is considered for final admission to the Graduate School and no later than the end of the first semester in which any graduate course work is taken. Individual programs may require additional transcripts to support scholarship applications or other awards. Official transcripts can be sent electronically to **Portales.Graduate.School@enmu.edu** or to

**Eastern New Mexico University**
1500 S Avenue K, Station 24
Attention: Graduate School
Portales, NM 88130
Portales.Graduate.School@enmu.edu

Visiting scholars or post-graduate professional development (see non-degree classifications section of this catalog) are not required to submit official transcripts. In lieu of official transcripts, visiting scholars are required to provide a letter from their home institution indicating that they are degree-seeking students in good standing. The students applying for post-graduate professional development status are required to provide an official copy of a transcript indicating that an undergraduate degree has been previously awarded. For more information about requesting transcripts, see **enmu.edu/transcripts.**

## Admission to a Graduate Program

Admission into a graduate program depends on special program requirements. Additional information about the student and their academic background may be required by the program's graduate coordinator. Such information may include but not limited to a letter of application and a writing proficiency exam, qualifying or field exams, or letters of recommendation. It is the student's responsibility to be aware of, and submit, additional documents required by the program. Specific listings of required application materials can be found in the programs section of this graduate catalog.

When all materials have been submitted for degree-seeking and certificate students, the application will be forwarded to the graduate coordinator of the program for evaluation and an admission decision. Admission decisions for leveling and non-degree-seeking students will be made upon receipt of the application and transcripts.

Applicants are notified about the admission decision electronically to the email address listed on the application.

All application materials may be sent electronically to **Portales.Graduate.School@enmu.edu** or mailed to:

**Graduate School**
ENMU Station 24
Administration Building, Room 212
1500 S. Avenue K
Portales, NM 88130
Phone: 575-562-2147

## Timely Completion of the Admission Process

Admission to the Graduate School is granted after all application materials have been received. However, a student may enroll prior to full admission with permission, and must submit any missing requirements for their program within the first semester of enrollment. Failure to submit all materials will result in denial of future enrollment beyond the first semester. Further, if it is determined that the undergraduate degree is from an unaccredited institution, or other documentation is not acceptable for any reason, further enrollment will be denied.

Students are typically unable to register until the application is complete and an admission decision is made.

Applicants will be notified electronically of the success of their applications and will include a student's standing and any conditions, limitations, or restrictions the program and/or Graduate School may see fit to impose. This communication serves as the only notification the student will receive.

International applicants are encouraged to apply for admission to the Graduate School at least one year before expected attendance to meet University and Student Visa requirements in a timely manner. See "International Student Admission" found later in this section.

The University reserves the right to select individuals for admission based on merit, in such a way, as to promote the best interests of the University, the society as a whole, and to maximize the potential for individual achievement.

## Conditions for Readmission

### ADMISSION DEFERRAL

Students who have been admitted by a graduate program are admitted for the semester noted on their admission letter. Students who are unable to enroll for the semester of admission but wish to begin the graduate program at a later semester must submit a request for deferral to the graduate coordinator of their degree program. This request must contain the semester that they plan to begin and can be for no more than one (1) year from the semester of admission. If the request is approved by the graduate coordinator of the degree program, it will be forwarded to the Graduate School. Students who do not return at the approved time but wish to attend at a later date must follow the Renewal of Application procedure described below.

### RENEWAL OF APPLICATION

If more than one semester has passed since initial application, a new application, with all components required at the time of application renewal, must be submitted as noted below.

### FOLLOWING ONE OR MORE INACTIVE SEMESTERS

Students who have been admitted, and have previously attended classes, but who have not enrolled for one or more semesters must complete a readmission form. Summer semesters may be included at the discretion of the program. In addition, some programs will require reconsideration and readmission by the program, in addition to readmission by the Graduate School. Students should consult with the graduate coordinators of their programs about the ramifications of inactivity for one or more semesters. Transcripts and other information previously submitted do not have to be resubmitted, but students who have attended other institutions during their absence from the University must provide one official transcript from each institution attended.

### FOLLOWING DISMISSAL

The policies regarding dismissal from graduate study are found on **page 18.** Students who have been dismissed from graduate study due to unsatisfactory academic progress may petition the Graduate School to continue enrolling as non-degree seeking students. Upon return to good standing, students may re-apply for degree seeking status and will be considered for re-admission by the program to which they are applying. Acceptance into a degree program will be determined by the program based on the student's entire academic history. There is no guarantee of readmission to a program at any time following suspension regardless of a student's performance as a non-degree-seeking student.

Discovery of failure to reveal a previous suspension or dismissal may result in immediate and permanent dismissal from the Graduate School.

## International Student Admission

International students, who wish to obtain a visa in order to complete a program on campus, must submit the application materials listed below. Potential students should be advised that they must be able to enroll in a minimum of six (6) hours of face-to-face courses for a total of nine (9) hours per semester to meet the requirements of their visa.

1. Complete a formal application to the Graduate School of ENMU.
2. Provide an independent evaluation of each official transcript from all previously attended universities or colleges outside the U.S., unless the applicant has a degree from a United States university or college.
3. Have an educational background equivalent to that required of United States citizens.
4. Provide official TOEFL IBT scores with a minimum score of 79 or official IELTS scores with a minimum score of 6.5 and official Duolingo scores with a minimum score of 115 or verification of completion of the highest level of an intensive English program. Students who have obtained a University degree from an English-speaking country or can document that all instruction at a University was in English, are exempted from submission of TOEFL or IELTS scores.
5. Complete admission process to the degree program.
6. Provide a certified financial statement with proof of ability to meet financial responsibilities while attending the University (current costs are available at **enmu.edu/internationalstudents**).
7. Copy of valid passport, including photograph page, passport number and, once granted, the page showing the U.S. visa designation.

International applicants who wish to enroll in an online degree program and study from their home countries will not be issued an I-20, because a visa is not required for study. These applicants are not required to submit a financial statement or copy of the passport.

An international student must be formally accepted into a graduate program before an I–20 will be issued. The visa interview and issuance of the visa will not occur until after the student obtains the I-20 from the University. It is the student's responsibility to arrange for a visa interview with the appropriate embassy or consulate in their home country, including abiding by all regulations in force and paying any and all fees required as part of the process to obtain a student visa. Because U.S. federal requirements for visa eligibility may change, it is imperative that students plan to complete the visa application process early. As the process for obtaining the visa may take several weeks or even months, students are strongly urged to begin the application process at least 90 days prior to the beginning of the semester for which they are applying. Students who are unable to obtain a visa within a timeframe that allows them to be on campus by the date on the I-20 must request a new I-20 from the Graduate School for the next semester. Approval to arrive after the start of the semester will not be granted.

Upon arrival at the University, all international students will be required to attend a special orientation. Coursework relevant to teaching may be required of international students who will be serving as teaching assistants. See the "Graduate Assistantship" section of this catalog for additional information. Arrangements to pay tuition and fees must be made at the time of registration. International students are required to present proof of current health and accident insurance each semester as part of their continuing eligibility to maintain their student visas.

## Degree Classification

Students who have been admitted to the Graduate School, but have not been accepted in their chosen program, are admitted on provisional status until accepted by their program. Regular status or conditional status will be conferred at the time of acceptance into the degree program. The distinction between regular and conditional status is based on a variety of factors including a student's cumulative grade point average (GPA) and required leveling requirements. A student's cumulative GPA is an arithmetic average of all undergraduate course work attempted at all undergraduate institutions prior to the attainment of the baccalaureate degree:

1. **Regular Status:** This status includes students who have met all the admission requirements of the Graduate School, the graduate program, and:
   a. Have a cumulative undergraduate GPA of at least 3.0 in the major and/or 3.0 cumulative overall; or
   b. Have a cumulative graduate GPA of at least 3.0 if nine (9) or more graduate hours have been attempted.
2. **Conditional Status:** This status includes students who have met all the admission requirements of the Graduate School and:
   a. Have a cumulative undergraduate GPA of less than 3.0 but more than 2.499; or
   b. Have not completed necessary leveling courses or other requirements as determined by the graduate program.

All program recommendations are forwarded to the graduate dean. Applicants are advised of admission status in a letter from the graduate dean.

Once students admitted conditionally have successfully completed requirements for regular admission as specified by the program, they will be notified by the Graduate School of their change in status.

## Non-Degree Classification

Non-degree classification is divided into five categories:

1. **Licensure/Certification:** Students who are enrolling in courses for teacher licensure or professional certification purposes, but who do not currently wish to pursue a master's degree. Licensure/certification students may be eligible for financial aid.
2. **Leveling:** Students who are enrolling in leveling courses in preparation for admission into a graduate program, but who have not been admitted as degree seeking. Leveling students may be eligible for financial aid.
3. **Academically Deficient:** Students who wish to pursue a master's degree, but whose previous academic record is below the minimum accepted for degree classification (cumulative undergraduate GPA of less than 2.5 but greater than or equal to 2.0).
4. Applicants with a graduate GPA of less 3.0 but greater than 2.499, but who were not admitted provisionally.
5. **Visiting Scholar:** Students who are currently enrolled in a graduate program at a university other than ENMU, who are in good standing at their home institution, and who wish to take course work from ENMU with the intent of transferring such work to their home institution. Please be aware that it is a student's responsibility to make sure that course work taken at ENMU will be accepted by their home institution.

Generally, no more than nine (9) credit hours completed, while classified non-degree, will be allowed on an official degree plan if a change of status is requested and approved. Some programs may allow only six (6) hours taken as non-degree on a degree plan. Students should consult with the graduate coordinator of the program to determine the maximum number of hours allowed.

Although non-degree students are not routinely assigned an adviser, they may request that one be appointed. Non-degree students, who need an adviser's approval during registration, should contact a representative of the Graduate School. Students studying for teacher licensure should contact the College of Education and Technology.

Non-degree classification precludes receiving a graduate assistantship, graduate fellowships, or financial aid, although some assistance may be available to students who are pursuing licensure or certification.

## Change of Status from Non-Degree to Degree Classification

Students who wish to change from non-degree to degree classification must:

1. Submit a new application office to initiate a change to degree seeking
2. Fulfill all application requirements as set forth by the graduate program.

Upon completion of 1 and 2, the Graduate School will forward the student's records to the appropriate graduate coordinator for evaluation and consideration for acceptance into the graduate program.

A petition for change of status does not constitute an automatic change. The change must be approved by the graduate dean upon recommendation of the graduate program. (See "Admission to a Graduate Program," **Page 11.**) Generally, no more than nine (9) credit hours completed while classified non-degree will be allowed to apply to a graduate program.

## Changing Graduate Programs

Transfer between graduate programs requires submission of a new application. Students must complete all admission requirements of the new graduate program. (See "Admission to a Graduate Program," **Page 11.**) Transfer is not automatic and must be requested through the Graduate School. Courses taken to fulfill requirements for one degree may not be used to satisfy requirements for a different degree; that is, each course completed may be applied to only one degree. Change of program applies at the beginning of the next term.

## Transfer of Credits from Other Institutions

A limited number of hours of graduate work completed at another institution may be considered for acceptance as part of a degree plan at ENMU provided that:

1. The course(s) was/were taken at an institution with accreditation that is recognized by C.H.E.A.
2. The student submits a written request to their graduate advisory committee identifying relevant courses they wish to transfer.
3. The student has earned at least a grade of "B" in each of the courses they wish to transfer.
4. The student does not transfer more than nine (9) credits toward the master's degree.
5. The transfer credits have been accepted by the graduate advisory committee to fulfill degree plan requirements.
6. The transfer credits have not satisfied a previous degree.
7. The student understands that transferred credits do not reduce the residency requirements for an advanced degree and
8. The transfer credits are within the six-year limitation for the receipt of a master's degree.

The approval of transfer credits for completion of degree requirements is not guaranteed; approval is at the discretion of the graduate program.

The University does not give credit for extension work from other institutions.

Approval of transfer credit is final only after it has been properly approved by a student's graduate advisory committee, the program's graduate coordinator, and the graduate dean.

## Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act provides eligible students with certain rights with respect to their education records. Education records means those records that are directly related to a student and maintained by ENMU or by a party acting for ENMU, with some exceptions. Eligible students in attendance at ENMU include students attending in person and those attending by other means, such as by FERPA language, video conference, satellite, and internet.

For additional information about students' rights under FERPA, please see:

1. ENMU's Annual Notice to Students Regarding FERPA Rights; and
2. ENMU's Notice Designating Directory Information under FERPA.

These Notices can be accessed by students at **enmu.edu/FERPA.**

Students may contact the Office of the Registrar for additional information regarding their rights under FERPA.

**Office of the Registrar**
ENMU Station 5
1500 S. Avenue K
Portales, NM 88130
Phone: 575-562-2175
Fax: 575-562-2566
Email: **Portales.Registrar@enmu.edu**

## Student Consent for Access to Educational Records

All ENMU students have the right to consent to disclosure of personally identifiable information contained in their educational records. Students must complete a Student Consent for Access to Educational Records Form to allow for ENMU to release their information; however, please note while this consent form authorizes ENMU to release educational records to third parties, it does not obligate ENMU to do so. ENMU reserves the right to review and respond to requests for release of educational records on a case-by-case basis. The student consent form and additional information is available at **enmu.edu/FERPANotice.**

# Program Academic Procedures and Regulations

## The Graduate Advisory Committee

The graduate dean refers each new student with regular or provisional status to an appropriate graduate coordinator. The graduate coordinator acts as the student's initial adviser and directs the selection of the student's graduate advisory committee, consisting of three to five graduate faculty members in the student's area of concentration and allied fields. When the committee has been selected, the graduate faculty member, chosen as chair, acts as the student's graduate adviser.

The responsibilities of the graduate advisory committee include the following: advisement, approval of the degree plan, and when applicable, the approval of a thesis or project topic (including the proposal and the final document).

The graduate advisory committee and other faculty committees of the graduate process, (such as examination committees, thesis committees, program graduate faculties, etc.) operate under Sturgis Rules of Order: the chair of the committee convenes and presides at meetings, a simple majority vote prevails, and the chair must vote or must resolve tie votes. In the event a committee dispute arises, the graduate dean will define the process for resolution of the issue.

The student may request a change in the advisory committee membership by petitioning the graduate dean through the graduate coordinator. Final disposition of such petitions is at the discretion of the graduate dean.

## Graduate School Degree Plan

Students should consult with their advisors as soon after admission as possible. The purpose of this initial advising is to assist the student with initial enrollment and to inform the student of degree requirements. This initial advising may take the form of written communication, face-to-face or phone conversations, or group meetings with other graduate students enrolled in the program.

The specific format of degree plans will vary by graduate program. Programs may develop a written degree plan specific to a student or may use the electronic degree evaluation system to track degree requirements. Students must meet all degree requirements specified in their catalog of record in order to be awarded the degree. The catalog of record will be the catalog in effect for the semester admitted. Students may change to a later catalog if they desire.

Any graduate course taken prior to filing a degree plan must be approved by the graduate advisory committee and the graduate coordinator before it can be accepted as a part of the student's degree plan.

The student may be required, by the advisory committee or by the program graduate faculty, to take qualifying or field examinations before preparing a degree plan. If the graduate coordinator or advisory committee finds that the student's undergraduate background is deficient for advanced work in the graduate program, the student may be required to take specific leveling courses. Undergraduate deficiencies and recommendations for removing them must be included in the degree plan. The student and the chair of the graduate advisory committee have a joint responsibility to ensure that the deficiencies are remedied as soon as possible.

## Residency and Time Limits

A minimum of twenty-one (21) credit hours toward any graduate program must be taken through ENMU-Portales.

A master's degree cannot be completed in less than two (2) semesters. All work for the degree, including the final examination(s), must be completed within six (6) years from enrollment in the first course on the degree plan, unless otherwise specified by a program.

## Language Requirements

All students must demonstrate an adequate command of written and spoken English. Some degree programs require the student to demonstrate proficiency in a second language or in statistics.

## Thesis and Non-Thesis Plan of Study

Two plans of study for a master's degree are offered: the thesis plan and the non-thesis plan. Both plans are available in all areas offering graduate work except as otherwise stipulated by a given program. The non-thesis plan requires a minimum of 30 hours of graduate course work. The thesis plan requires a minimum of 24 hours of graduate course work plus a six-hour thesis. The thesis topic must be approved by the graduate advisory committee, the graduate coordinator, and the graduate dean.

### THESIS PLAN

The Graduate School has published a document entitled "General Thesis Guidelines" that contains policies and procedures for thesis completion and submission. In addition, each program has certain expectations for the thesis process and has prepared special regulations for use by students. Students should obtain a copy of the appropriate regulations from the graduate coordinator, as well as the "Thesis Guidelines" which may be obtained from **my.enmu.edu/web/graduate-school.**

Each candidate choosing the thesis plan must submit a thesis that provides evidence of sound scholarly method and demonstrates the student's capacity for research, professional application, or creative production.

The student must submit a prospectus for approval by the graduate dean before beginning the project. The prospectus must include the Prospectus Approval Form signed by the student, all members of the graduate advisory committee, and the graduate coordinator, as well as a statement defining the nature and purpose of the project, the resources needed for completion of the project, the approximate project schedule, and a discussion of those other matters appropriate to the research definition.

If a student's proposed research involves collecting data from or on human subjects, the proposal must be submitted to and approved by ENMU's Human Subjects Committee before the prospectus will be approved by the graduate dean. If the proposed research involves collecting data from or on live vertebrates (other than humans), the proposal must be submitted to and approved by ENMU's Animal Care and Use Committee before the prospectus will be approved by the graduate dean. Please contact the Graduate School for directions on how to submit proposals to either of these two committees.

Students must complete a minimum of six (6) hours of Master's Thesis (599) credit. Having once registered for Master's Thesis, the student must continue to register for a minimum of one hour during each regular semester (exclusive of summer) until the final copy of the thesis is approved by the graduate dean. A student who fails to register for at least one graduate hour in every semester after beginning thesis work must pay the missing tuition and fees before graduating. Students who register for thesis hours during a summer semester and who indicate an expected graduation date during that summer semester must present verification from all members of the committee of their availability for reviewing the reading copy, conducting the defense, and reviewing and signing the final copy.

Students must have submitted a prospectus and received approval from the Graduate School prior to their final semester of enrollment in thesis hours. Students who enroll in six (6) credit hours for their initial enrollment must include a graduation date that is for a subsequent semester on the enrollment form. If students plan to graduate during the semester of initial thesis enrollment, the prospectus must be approved by the third week of the semester.

### RESPONSIBILITY OF GRADUATE ADVISORY COMMITTEE FOR THESIS

The advisory committee chair, with the advice and consent of the members of the graduate advisory committee, is responsible for the supervision of the proposed thesis, formal reports of progress, and submission of the completed manuscript. In the event of differences of opinion between thesis committee members, the chair shall resolve the issue.

The graduate advisory committee chair has full responsibility for assuring the Graduate School that the thesis conforms to stylistic, grammatical, and substantive requirements of the department before signing and before allowing the thesis to be forwarded for approval. A student should allow members of the graduate advisory committee a reasonable amount of time (a minimum of two weeks) to read and critique the thesis or project report drafts and must assume full responsibility for making corrections and changes as recommended.

Students attempting to complete theses in absentia must recognize that theirs is the responsibility for processing the drafts and other documents. If graduate faculty, students, or others are willing to aid a student in absentia, it is at their discretion. The Graduate School has no obligation to support the process nor to assist the student in resolving possible conflicts that may arise later.

### READING COPY

Each thesis candidate must present a reading copy of the final draft of the thesis approved by the graduate advisory committee to the graduate dean for final approval before an oral defense of thesis is scheduled and the final copy of the thesis is produced.

The reading copy of the thesis is due in the Graduate School by the due date listed in the academic calendar on the ENMU website. Students submitting reading copies past these deadlines will be considered for future semester completion.

### FINAL THESIS

An electronic file of the final thesis, signed by all members of the graduate advisory committee and the graduate coordinator, must be submitted to the Graduate School five (5) days prior to the last day of the fall, spring, or summer semester. Failure to meet the deadline will delay graduation. Final grades for thesis may not be given until the final approved thesis is delivered to the Graduate School. A certificate signifying official acceptance by the University will be signed by the graduate dean and must be included in the bound edition of the thesis. The thesis will be printed for circulation, and another will be deposited in Special Collections at the Eastern New Mexico University Golden Library. If the student wishes extra copies, independent arrangements should be made. A bindery fee must be paid to the Business Office cashier and the receipt presented at the time of thesis submission in the Graduate School.

### GRADING OF THESIS/599 HOURS

Thesis hours (599) are assigned "S/U" grades based on a student's progress. If, for reasons beyond a student's control, no progress was made, a grade of "I" can be awarded (see guidelines for awarding special grades in this catalog). Both the grade of "U" and "I" will count against a student's completion rate for financial aid award determinations. Thesis hours awarded a grade of "U" or "I" cannot be used to meet degree requirements.

Receipt of a grade of "S" does not indicate completion, but only an acceptable level of progress.

## Change of Thesis or Non-Thesis Plan of Study

After the advancement to candidacy or filing of the formal degree plan, a change between a thesis and non-thesis plan of study may be made only with the approval of the student's graduate advisory committee, the graduate coordinator, and the graduate dean via a new degree plan and advancement to candidacy. Thesis hours may not be used to satisfy the requirements for the non-thesis option.

## Graduate Examinations

The completion of a graduate degree requires several examinations, according to the dictates of the college, the department, or the graduate advisory committee. The development of the program's graduate examination process is the responsibility of the program's graduate faculty, while the administration and grading of examinations may be delegated to a subcommittee of the program faculty or to the student's graduate advisory committee.

Comprehensive examinations or other integrative experiences may be required of all students but are required of those electing the non-thesis plan. The specific format of the comprehensive examination and/or integrative experience will be determined by program graduate faculty and subject to review by the graduate dean. Some programs provide the option of an oral examination, following a written examination, to resolve issues of student knowledge not clarified in the written results. A final oral defense of the thesis is required for the thesis plan.

The first attempt of the comprehensive examinations or integrative experience must be taken within 12 months after completing the last course on the degree plan.

All comprehensive written and oral examinations, including the thesis defense, must be publicly announced five (5) University workdays in advance. The Graduate School must be notified before a student takes the final written or oral examination, or defends the thesis, to ensure qualification of the student for the exam. It is the responsibility of the student and the chair of the advisory committee to schedule the oral defense of the thesis. Oral examinations are directed by the chair of the student's advisory committee and are open to auditors. Written examinations will be kept on file in the program for a period of two years.

A report concerning the outcome of the final examination or integrative experience signed by the chair of the examining committee and the graduate coordinator must be sent to the graduate dean and to the student ten (10) days prior to the last day of the semester. This report must contain one overall grade of pass or fail for the final examination or integrative experience. Students who fail the final examination or integrative experience are eligible to retake the examination or integrative experience one time only. This retake may occur only within the student's six-year limit. The second exam or integrative experience may not be taken before the following semester or before remediation of any deficiencies identified by the graduate advisory committee. Candidates who fail the exam or integrative experience the second time are automatically dismissed and are no longer eligible to participate in graduate study in the program as degree-seeking students.

A student who wishes to appeal her or his dismissal shall address the appeal to the graduate dean. The written request and rationale for the appeal shall be submitted within five (5) University working days from the receipt of the written notification from the graduate dean.

When such an appeal is received, the graduate dean shall appoint a committee consisting of graduate faculty to hear the appeal and make a recommendation to the graduate dean. The graduate dean shall review the process and recommendation to ensure that University policies and procedures were followed and make a final determination about the dismissal or suspension of the student.

If the student does not appeal, the dismissal is implemented immediately and recorded on the student's official record.

If the final disposition of the case results in suspension or dismissal from the program and the student applies for admission to another graduate program at ENMU, the facts and records will be reviewed by the graduate faculty in considering admission into another program.

## Second Master's Degree

It is possible for a student to earn more than one master's degree at the University if admitted to two graduate programs. If a student wishes to pursue two degrees concurrently, separate degree plans must be prepared and approved for each program.

If a student wishes to pursue a second degree after having already completed one degree, they must file a new application to the Graduate School and a new degree plan. Duplication of course work will not be allowed to fulfill degree requirements for two master's degrees. Graduation fees will be required for each degree awarded.

## Standards of Scholarship

Graduate faculty members expect graduate students to maintain a high level of performance in the program in which they are enrolled. The faculty expect each student to maintain a cumulative graduate Grade Point Average (GPA) of at least 3.0 in all courses taken as a graduate student.

The cumulative 3.0 GPA rule shall apply to the following:

a. The GPA for all graduate course work taken;
b. The GPA for all graduate course work taken in the field of study; and
c. All course work taken to complete the graduate degree, including all leveling course work on the degree plan.

No degree plan may include more than three (3) hours of graduate course work with a grade of "C", and students must achieve a "B" or better in all core courses listed on their degree plan. Courses in which a "D" or "F" is earned will be included in the GPA calculation but will not count toward meeting degree requirements. Some programs may have more restrictive standards.

## Academic Standing

### REGULAR STATUS

Students who maintain a cumulative GPA of 3.0 or better, demonstrate satisfactory academic progress, and are considered to be in good academic standing. In addition, to maintain regular standing, students must perform adequately in all required examinations and meet all requirements by the time limits set forth in the Graduate School calendar and by the specific degree program.

### PROBATION STATUS

Whenever a graduate student's cumulative graduate GPA indicates failure to make satisfactory progress, the student is considered scholastically deficient and may be placed on scholastic probation on such terms as the graduate dean shall designate.

Specifically, students will be placed on probation if their cumulative GPA falls below a 3.0. While on probation, students must obtain adviser approval prior to registration to develop an appropriate course of action for returning to good standing.

Students must understand that scholastic probation grants them conditional permission to continue in the Graduate School after they have become scholastically deficient, but that such permission is predicated upon the expectation that students will make every effort to return to regular standing. Students who are on probation must achieve a semester GPA of at least a 3.0 until they have achieved a cumulative GPA of 3.0 and have returned to good academic standing. As degree requirements stipulate a minimum GPA of 3.0, students who are on probation are ineligible for graduation. It is imperative; therefore, that students work closely with their advisers and/or graduate coordinators to develop a strategy that will maximize their potential for returning to good standing.

### DISMISSAL

Students who are on academic probation and who achieve a semester GPA of less than 3.0 in any semester while on probation, will be suspended from the University, dismissed from degree-seeking status, and from graduate study. Students who are suspended may petition the Graduate School to be allowed to register as non-degree seeking. Students classified as non-degree seeking are ineligible for financial aid.

## Clemency Policy

Students who have previously unsuccessfully attempted graduate work at Eastern New Mexico University and who are currently ineligible for readmission due to a poor academic record, may exclude from current work their past academic record by applying for clemency under this policy. To be considered for this policy, a student must not have attended Eastern New Mexico University, any of its branches or learning centers, or any other university during the last seven (7) years, and be readmitted through normal channels. Such students will be readmitted with provisional status.

### PROCEDURE

Students who meet the above criteria may apply for clemency in the Graduate School. No courses taken prior to the student's return will be counted as credit towards their degree. Stipulations of granting clemency are:

1. The policy pertains to the calculation of the GPA for progress toward degree completion only.
2. Grades earned before clemency will continue to show on the students' records and a statement will be added to their transcripts to explain the action taken.
3. Students can apply for clemency only once, and it is not reversible.

## Attendance

Students are expected to attend all sessions of each course for which they are enrolled. Policies for class attendance are determined by each instructor, and it is the students' responsibility to abide by these rules.

## Numbering of Courses

Courses must be numbered 500 (or above for transfer courses) to be counted toward the graduate degree. Courses numbered 4XX are senior undergraduate courses. Courses marked as 4XX/5XX-level may be taken for undergraduate or graduate credit; however, graduate credit enrollment requires additional work. Students who complete the 4XX-level course of a pair of cross-listed courses may not take the 5XX level to meet graduate degree requirements. Courses numbered 5XX are specifically for graduate credit and may not be taken for undergraduate credit except as noted below for Accelerated programs. Once a final grade has been assigned for a 4XX/5XX-level course which is offered both at the undergraduate and graduate level, the level of credit cannot be changed.

## Accelerated Undergraduate/Graduate Degree Programs

Accelerated programs allow for completion of shared credits in which students can complete graduate coursework that applies to both undergraduate and graduate degree programs. Tuition and Fees are levied at the undergraduate rate for the approved courses. The number of credits that a student may complete as part of the program is governed by the graduate faculty of that program, for a maximum of 09-10 credit hours. A grade of B or better is required to apply coursework toward the Master's level degree. A grade of C or better will meet major elective requirements toward the Bachelor's level degree. Shared credits are allowed only in those programs that are identified as accelerated degree programs.

Undergraduate students intending to continue into a graduate degree program at ENMU must meet the following requirements to be eligible for the accelerated program:

1. Completion of 90 hours of undergraduate study with an overall GPA of 3.0 or better.
2. Approval to participate in the Accelerated program from the undergraduate advisor
3. Approval to participate in the Accelerated program from the graduate coordinator of the program.
4. Approval to participate in the Accelerated program from the Dean of the graduate school.

Students who wish to participate in the program must receive pre-approval for each semester of enrollment. The application for enrollment in eligible coursework is available from the Graduate Coordinator for the program.

Programs participating in the Accelerated Undergraduate/Graduate Degree Program are ENMU Masters programs in:

- Anthropology
- Biology
- Chemistry
- Communication Studies
- Communicative Disorders
- Counseling (Psychology)
- English
- Nursing

Undergraduate students who want to take one graduate course may consider another alternative, Graduate Study by Undergraduate Students, noted below. A course taken in that option does not apply toward the undergraduate degree (see below).

## Graduate Study by Undergraduate Students

Except in accelerated programs, courses numbered 500 typically are not open to undergraduate students. Students who are in their last 12 hours of their undergraduate work may request registration in appropriate courses for graduate credit. Students are eligible for this option if they:

1. Are enrolled in the final 12 hours of their undergraduate work,
2. Are taking sufficient work to complete all requirements for the baccalaureate degree,
3. Have a cumulative GPA of at least 3.0; and
4. Are approved by the instructor, graduate coordinator, and graduate dean. The total combined enrollment in undergraduate and graduate work must not exceed 16 hours for the regular semester or nine (9) hours for the summer session.

Graduate work taken under this provision may not be used to meet undergraduate degree requirements (see Accelerated programs for exceptions).

## Course Load

Students are considered to be full-time graduate students when they enroll for nine (9) hours of coursework in a fall or spring semester. A normal maximum amount of credit earned by a graduate student per regular semester is 12 hours and 6 hours maximum in one 4-week summer session with a total of nine (9) for the entire eight-week summer session. During the fall or spring semester, students are considered part-time if they enroll in fewer than nine (9) hours. Students must be enrolled in at least 5 hours of graduate credit to be eligible for financial aid.

Full-time graduate assistants should enroll for a minimum of nine (9) graduate hours, unless the student and the adviser petition, and the graduate dean concurs that the student has an appropriate academic load not reflected in the student credit hour load.

Overloads must be approved by the graduate adviser, the graduate coordinator, and the graduate dean.

## Change of Catalog

The University may make changes and exceptions to this catalog provided proper administrative and governance procedures are followed and affected persons are given a reasonable opportunity to petition for exceptions.

Students may change to the degree program in a catalog later than the one in effect when they entered the graduate program, provided written statements prepared with the advice and consent of the student's graduate advisory committee are submitted to the Graduate School for approval. In the event the request is approved, the student accepts all regulations, requirements, and curricula in the new catalog.

Once the graduate dean approves a student's request to change to the new catalog, the student may not return to the earlier catalog without adviser approval.

## Grading System

Grades are based solely upon performance and are not negotiable. In computing the grade-point average, the total of credits for which the grades of "A," "B," "C," "D" or "F" have been earned is divided into the total number of grade points earned.

- **A —** The "A" grade indicates that the quality of work has been exceedingly high, and more than the minimum amount of work has been done. An "A" grade is worth four (4) grade points per credit hour.
- **B —** The "B" grade indicates that the quality of the work has been adequate, all the assigned work has been properly and correctly done and classroom performance on tests, recitations, reports, etc. has been consistently average. A "B" grade is worth three (3) grade points per credit hour.
- **C —** The "C" grade indicates that the quality of work is below graduate standards. No more than three graduate credit hours of "C" will count in a degree plan for a master's degree unless the program specifies differently. A "C" grade is worth two (2) grade points per credit hour.
- **D —** The "D" grade indicates clearly inferior performance. A "D" grade is worth one (1) grade point per credit hour.
- **F —** The "F" indicates failure and is given in cases of exceptionally poor performance. An "F" grade is worth no (zero) grade points per credit hour.

Graduate students may not apply the credit for a course in which they received a grade of "D" or "F" to fulfill their degree requirements; however, the grade points will be calculated in the cumulative GPA.

## Special Grades

Special grades are not computed into the student's cumulative GPA. Special grades awarded to graduate students include "S/U," Satisfactory and Unsatisfactory, and "I," Incomplete. The "S/U" grading system is used for thesis hours and all workshops. Students may apply no more than six (6) credit hours of "S" grade toward completion of degree requirements. Students may not use a grade of "U" to satisfy degree requirements.

The "I" grade is given for passing work that could not be completed due to circumstances beyond the student's control. The following regulations apply to "I" grades:

1. In no case is an "I" to be used by faculty to avoid the assignment of "C," "D" or "F" grades for marginal or failing work.
2. The instructor will submit a copy of the incomplete form electronically to the Registrar's showing what must be done to make up the "I."
3. The work to make up an "I" must be completed by the time specified on the incomplete contract form to which the instructor and student have agreed.
4. Students have one semester to complete all work for the course. Once completed, the instructor will submit a change of grade form to the Registrar. If the work is not completed by the end of the next semester, an "F" grade will be assigned for the course. Repeating a course will give the student a new grade but will not remove the "I" from the previous registration.
5. An "I" grade will not replace an "F" grade for GPA determination.

## Correction/Review of a Grade

A grade may be changed only if an error has been detected in the calculation or recording of the grade. No grade change request will be considered after a period of one calendar year following the recording of a grade on the transcript. The principle of academic freedom dictates a faculty member is responsible for and has authority over grades they assign and over the criteria by which the student is evaluated. However, the University has developed a grade review procedure that allows for an objective review of a disputed grade. The specific Policy for Review of Grades is available in the offices of the college deans, the Office of Academic Affairs, or in the Graduate School.

## Repeat of a Course

A course may be repeated to improve the GPA by voiding the previously received grade. The following regulations will apply:

1. The original and any repeat courses must be from an ENMU campus.
2. A course of one type may never be repeated by a course of another type (e.g., a directed study for a regularly scheduled classroom course).
3. All course enrollments and grades will appear on the transcript but only the highest grade earned will be used to calculate the grade point average and to meet degree requirements. Where there is a difference of hours of credit or of course number level, the value of the repeat course with the highest grade will be used for the purpose of calculating the cumulative GPA and in determining the satisfaction of degree requirements.
4. A grade of "I" for a repeat course will not replace a previous grade.
5. Withdrawal from a repeat course shall cause the repeat to be canceled and the previous academic record shall remain valid. The student may choose to repeat the course again after the withdrawal.
6. Repeat courses are completed during the six-year time period allowed for completed graduate degree requirements unless an extension has been recommended by the Graduate Council and approved by the graduate dean.

### Administrative Drop

A student who preregisters for courses that require successful completion of a prerequisite (which the student is currently taking) and then fails the prerequisite may be administratively dropped from the course that requires successful completion of the prerequisite. The student will receive an e-mail regarding this process so other arrangements can be made (all correspondence will be sent to the student's enmu.edu e-mail).

Students found lacking the required prerequisites for a course may be administratively dropped. Students will be informed of the problem no later than the first day of class and allowed to change their schedules accordingly. If the student does not drop, the instructor may initiate the administrative process with the approval of the respective dean; however, if the student is allowed to remain in the class, that student will be assigned the grade earned in the course.

### Adding or Dropping Courses

A student may change their registration by adding and/or dropping courses within the deadlines set in the University class schedule. International students must have approval of their academic adviser and international advising officer before making any changes to their class schedules.

All students are encouraged to discuss changes in their registration with an adviser and with the Financial Aid office, if they are receiving financial aid prior to making the changes. Registration changes may result in delay of graduation or loss of financial aid.

Courses that are dropped within the add/drop time period will not appear on the student's transcript.

### Course Withdrawal

A student may change their registration by withdrawing from a course within the deadlines set in the University class schedule. Students must contact the Registrar's Office in order to withdraw from a course. Informing the adviser and/or instructor does not constitute withdrawal. A course from which a student withdraws will appear on the student's transcript with a grade of "W." Students receiving financial aid are encouraged to contact the Financial Aid office to discuss the ramifications of withdrawal prior to withdrawing from courses.

### Withdrawal from the Graduate School

Graduate students must notify the Graduate School in writing of their intention to withdraw from the University.

A student, who is forced by an emergency to leave the University without officially withdrawing, should notify the Graduate School requesting an administrative withdrawal. In the event the student is incapacitated, the parents, guardian, or spouse may initiate the request on the student's behalf.

### Challenging Graduate Courses

A graduate student may not challenge a graduate course.

### Auditing Courses (Enrollment for No Credit)

Students earn no credit for courses they audit. Students may audit a course or courses while concurrently enrolled in other courses for credit. Courses audited will appear on the student's transcript as "NC," with no credits recorded and no grades assigned. Courses enrolled in for "NC" may only be changed to "credit" during the drop/add period and may not be changed at a later date. Tuition and fees are the same for audits as for credit.

### Workshops and Individual Research

Students may apply a maximum of four (4) semester hours toward a degree for courses entitled Individual Research (579). For Workshop (569) courses, a maximum of six (6) semester hours is applicable. Students may apply no more than six (6) credits earned in courses assigning grades of "S" or "U" not including thesis. The graduate advisory committee and the graduate dean determine which among these courses, if any, are acceptable in a degree plan.

### Graduation

Graduate students completing their degrees must apply for graduation with their Graduate Coordinators according to published dates. Graduate students, on the thesis plan, must submit complete approved final copies of the thesis to the Graduate School five (5) University working days prior to the last day of the semester before the graduate dean will approve graduation. Deadlines for submitting final copies of the thesis, reporting outcome of comprehensive exam(s) and/or thesis defense, and applying for graduation are printed in the University Calendar in the current class schedule. Graduation fees information is included in the Tuition and Fees section of this catalog.

Students must have an overall graduate GPA of 3.0 to graduate. Graduate degrees carry no "honors" designation.

### Commencement

The University offers formal commencements in December and May of each academic year. Students wishing to participate in commencement must make application in the Graduate Office according to published dates. Students completing graduation requirements in a summer session may participate in either the preceding May commencement or the following December commencement. Any other exceptions must be approved by the vice president for Academic Affairs through the dean for the College in which the degree will be awarded.

## Veterans' Standards of Progress

The State Approving Agency in Santa Fe, New Mexico approves courses in the Undergraduate and Graduate catalogs for veterans claiming benefits under the Montgomery GI Bill®. Entitlement programs are offered for honorably discharged veterans, active-duty personnel, and dependents of medically discharged or disabled veterans. For application and certification, the potential recipient must interview with the Veterans Administration Certifying Official (VACO) and provide required documentation for approval from the Veterans Administration Regional Office (VARO). Once approval has been granted, the student must follow the VARO written guidelines, given at the time of the interview, which included satisfactory standards of progress.

Failure to comply with the VARO guidelines may result in discontinuation of benefits. Eligibility is determined by contacting the VACO at the Office of the Registrar in the Administration Building office 105A.

## Graduate Assistantships

Graduate assistantships offer valuable paraprofessional experience and financial support. The graduate assistant should be regarded as a qualified graduate student providing service as a part of a learning program; that is, a graduate student's program of study is primary; their role as an employee is secondary. Graduate assistants are assigned to roles in instruction, professional service, research, creative production, or University service.

Graduate assistantships are available in most programs offering a master's degree curriculum. The number of assistantships, their assignment to particular programs, and the amount of the stipend is dependent upon the availability of funds. Interested students should submit an application to enmu.edu/jobs.

### APPLICATION AND DETERMINATION OF QUALIFICATIONS

In order to qualify for graduate assistantships, students must be admitted to a degree program and have an undergraduate and/or graduate GPA of at least 3.0. Students may be awarded a graduate assistantship for an additional year if they remain in good academic standing. Students who are on academic probation are ineligible for a graduate assistantship.

Under certain circumstances, a first-semester graduate student, who is classified as conditional, may be granted a one semester graduate assistantship, if the graduate faculty of the program so recommend, after reviewing the student's undergraduate subject area GPA, relevant work experience and/or other evidence of the student's potential to succeed in graduate work, and the student has at least a 2.75 undergraduate cumulative GPA. In order to get an assistantship for subsequent semesters, a conditional student must achieve regular standing by the end of the first semester at the University.

### WORKLOAD

The workload for a full-time graduate assistant, during a regular semester, is twenty (20) hours per week. If the assistant has been given a teaching assignment, the workload is a maximum of six credit hours per semester during the regular academic year. Departments have the discretion to offer less than full-time appointments and may choose to make appointments on a semester-by-semester basis. A limited number of assistantships are available during the summer session and require ten (10) hours of work per week or teaching one three-credit-hour course. Full-time graduate assistants desiring outside employment must seek prior approval of the graduate dean.

### STIPEND

For the current amount of the stipend, consult either the Graduate School or the graduate coordinator for the program. The University waives out-of-state tuition for non-resident graduate assistants, but they must pay resident tuition and fees.

### ENROLLMENT REQUIREMENT FOR GRADUATE ASSISTANTS

In order to be appointed as a graduate assistant, a student who receives a full-time assistantship must enroll for at least nine (9) hours of graduate course work each semester unless the graduate dean determines that the student has an appropriate academic load not reflected in the student credit hour load. Up to six (6) hours of the mandatory nine (9) semester hours may include leveling work detailed on a student's degree plan. A part-time graduate assistant must enroll for at least five (5) hours of graduate course work each semester. A summer student, who receives a graduate assistantship, must enroll in a minimum of three (3) graduate credit hours. It is recommended that full-time graduate assistants take no more than nine (9) credit hours in a regular semester. A full-time graduate assistant may not register for more than 12 hours without the permission of the student's graduate adviser, graduate coordinator, and graduate dean.

Graduate Assistants, who are international students and will serve as teaching assistants (labs or classes), may be required to take American Language and Culture (ALC) courses prior to any teaching assignment. Exceptions to this policy will be made for international students who have obtained a university degree from an English-speaking country or can document all instruction at a university was in English.

A Graduate Assistant (GA), who is assigned to teach undergraduate courses and/or labs, must demonstrate proficiency in spoken English. Prior to or at the beginning of the first semester of teaching, all GAs, who have a primary (first) language other than English, must undergo screening at the ENMU Speech and Hearing Rehabilitation Outreach Center. Those GAs who do not pass the screening will be scheduled for a comprehensive evaluation. When deemed necessary

for successful teaching, students will be required to undergo accent modification at no expense to the student. Students may continue to hold a GA position but may be reassigned to nonteaching duties until such time as English proficiency is deemed sufficient for effective teaching.

### CONTINUATION AS A GRADUATE ASSISTANT

Graduate assistantships are usually granted for a designated period of appointment. Appointments are offered in the form of contracts for a maximum of nine (9) months (a full academic year); although, under certain circumstances, programs may make appointments of one semester with reappointment conditional upon such matters as satisfactory academic and work performance. Academic year assistantships are subject to review for qualification and performance at the end of the first semester. In any event, the specific terms of an assistantship will be agreed upon at the time of appointment between the supervisor and the student. Ordinarily, appointments as graduate assistants are not granted to the same student for more than two years of full-time assistantship equivalency.

### RESIGNATION OF THE ASSISTANTSHIP

Should a graduate assistant choose to resign and/or to totally withdraw from course work for any reason, written notification must be submitted to the graduate coordinator, graduate adviser, college dean and the graduate dean immediately. Students who resign a GA position during a semester may be subject to the revocation of the out-of-state tuition waiver and will then be billed for out of state tuition.

### TERMINATION OF THE ASSISTANTSHIP BY THE UNIVERSITY

1. **Dismissal Due to Lack or Loss of Eligibility:** The graduate dean may terminate, without appeal, an assistantship at any time, in the event that, the graduate student becomes ineligible for any of the following reasons:
   - Non-completion of degree requirements.
   - Unsatisfactory academic performance (including academic dishonesty or allowing the cumulative GPA to fall below 3.0).
   - Reduction of the course load below the minimum requirements without approval of the graduate dean.
2. **Dismissal Due to Employment Status:** As student employees, Graduate Assistants are also subject to at-will employment status, in which either party can terminate the employment relationship at any time, with or without cause and with or without notice (AGP&P 40-2).

### THE APPEAL PROCESS

If the appointee chooses to appeal a dismissal due to absenteeism or performance, a written appeal and the resolution sought should be submitted to the graduate dean within five (5) University working days.

Upon receipt of the written appeal, the graduate dean will convene the Graduate Student Academic Appeals Committee to act on the appeal. This committee shall hear the appeal and make a recommendation to the graduate dean about the disposition of the appeal. The graduate dean shall then consider the appeal and make the final decision about the termination of the appointee.

# Tuition and Fees

Tuition and mandatory student fees are charged according to the number of credit hours for which enrolled. Students enrolled in classes for audit are charged the same as students enrolled for credit.

All tuition and mandatory student fee charges, as well as course fees and special services fees, are subject to change without notice. Tuition and fees can change according to Legislative and/or Board of Regents' actions.

Students admitted to the Graduate School, with a bachelor's degree, will pay graduate rates for all classes for which enrolled regardless of the class level. An exception would be students with provisional admission into a leveling program.

## Residency for Tuition Purposes

Resident or nonresident status is determined in accordance with a uniform definition established for all New Mexico institutions by the New Mexico Higher Education Department. Petitions for changes in residency status, including required documentation, must be submitted no later than the second Friday after the first day of classes. Contact the Graduate Admissions Office for further information.

All students are charged in-state tuition for the summer semester.

Non-resident students, enrolled in six (6) or fewer credit hours for the Fall and Spring semesters, are charged in-state tuition. However, non-resident students, enrolled in more than six (6) credit hours for the Fall and Spring semesters, are charged out-of-state rates for all credit hours in which enrolled.

## Tuition Reduction

A student who is 65 or older, and a New Mexico resident, may be eligible for the senior citizen tuition rate of $5.00 per credit hour up to ten (10) credits per semester. Student must request the reduction in tuition and submit proof of age and residency to the Office of Enrollment Services. Student must have completed all course prerequisites for courses in which enrolled. Student must pay any course-specific fees charged for a course.

## Financial Responsibility

When a student registers for any class, the student accepts full responsibility to pay all tuition, fees, etc. associated with the registration. If student drops or withdraws from some or all of the classes registered, the student is responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule. Failure to attend classes, or failure to receive a bill, does not relieve the student of financial responsibility. It is the student's responsibility to keep addresses and phone numbers updated.

## Tuition and Student Fee Refund Policy

The refund schedule is based on the first day of the semester, not on the initial class meeting.

The refund schedule for Fall and Spring 16-week classes:

- Refund of 100% through day 5
- Refund of 75% through day 10
- Refund of 50% through day 15
- Refund of 25% through day 20

Refund percentages vary for the eight-week classes and summer session classes. These can be found online.

Refund percentages are applied to total charges assessed and not the amount paid.

## Tuition Refund Appeals Procedure

A withdrawing student requesting an exception to the published refund policy must submit a written appeal to the vice president for Academic Affairs explaining individual circumstances that would warrant the exception. The vice president will make the decision to approve or deny the appeal.

## Payment Information

ENMU offers an online student account management/payment system that can be accessed at **enmu.edu/onlinepayments**. From this system students can:

- Make payments
- Enroll in a payment plan
- Set up direct deposit of their refund checks
- View their current account activity
- View and print billing statements

The ENMU payment plan for Fall semester and Spring semester divides the semester account balance into four payments. Students must pay one-fourth of their balance by the semester payment deadline. Then, pay the balance in three equal monthly installments. The ENMU payment plan for Summer semester divides the semester account balance into two payments. Students must pay half of their balance by the semester payment deadline. Then, pay the balance in one monthly installment. These payment plans must be set up and paid through the online payment system.

Other payments can be paid online at **enmu.edu/onlinepayments** or:

- At the Cashier Office in the Administration Building Foyer
- By calling the Cashier at 575-562-2619
- By mail to:

  **ENMU Cashier**
  Station 4
  1500 S Ave K
  Portales, NM 88130

Third-party payments are accepted. The Office of Student Accounts must have billing information each semester by the payment deadline. Student accounts are due by the 5th University working day after classes begin each semester.

Any questions regarding student accounts, payments, or billing should be referred to the Office of Student Accounts at 575-562-2615.

## Delinquent Accounts

Students with delinquent account balances will receive statements and letters requesting payment. However, failure to receive the statements and letters does not relieve the student of payment responsibility. If payment or payment arrangements are not made on a timely basis, the account may be placed with a collection agency. Collection fees, interest, court costs, and attorney fees may be added to the account for which the student may be responsible. A hold will be placed on delinquent accounts preventing future registration and release of transcripts.

# Financial Aid

The U.S. Department of Education Federal Student Aid programs provide financial assistance to qualifying students. Federal Student Aid can help cover costs such as tuition and fees, room and board, books and supplies, personal expenses, and transportation. Go to **studentaid.gov** for more information.

- The Free Application for Federal Student Aid (FAFSA) should be completed annually. Go to **fafsa.gov** to complete the FAFSA or make corrections.
- Verification processing must be finished before federal student aid will be awarded.
- The FAFSA academic aid year at ENMU is fall, spring, summer.

## Sources of Financial Aid

- **Merit Based Aid:** Usually a scholarship or assistantship.
- **Need Based Aid:** Awarded to students who can show need according to a formula.
- **Loans:** Aid that is borrowed and has to be paid back over a period of time, usually after a student leaves school.

Information concerning types of aid and eligibility criteria can be found at **enmu.edu/FinancialAid**, or by contacting the Office of Financial Aid at 575-562-2194.

## How to Apply

Students applying for aid should complete a Free Application for Federal Student Aid (FAFSA) as soon as possible each year.

The FAFSA is designed to determine, in accordance with federal guidelines, the difference between what the student's household can be expected to contribute and the cost of attending ENMU. FAFSA forms become available October 1st each year. A current FAFSA must be on file at the Office of Financial Aid for any type of federal aid including loans. Students should complete the FAFSA online at **fafsa.gov.** To be reviewed for financial aid at ENMU, the student must list Eastern New Mexico University as a school of interest. ENMU's school code is 002651.

## Financial Aid Award Process

1. Complete the FAFSA.
2. Receive a Student Aid Report (SAR) by mail or e-mail. ENMU will receive the same information and request additional information from the student if necessary.
3. Receive an ENMU Financial Aid and Scholarship Notification (FASN) listing the student's awards and amounts. Sent by mail and ENMU e-mail.
4. Complete additional steps if the student wishes to accept and borrow loans. The student must be enrolled for at least a half-time course of study.
5. Aid is applied to the student's account.

## Awards

Once the FAFSA file is complete, the student will be awarded based on the following:

1. Estimated Cost of Attendance
2. Other financial assistance (resources)
3. Availability of funds

## Estimated Cost of Attendance

These components are used to compute financial aid cost of attendance:

- Tuition and fees
- Room and board
- Books and supplies
- Personal and miscellaneous expenses
- Transportation

The estimated cost of attendance is not the actual cost to attend ENMU. Please contact the Office of Student Accounts for ENMU's actual cost of attendance.

## Other Financial Assistance (Resources)

Other financial assistance refers to any outside scholarships, assistantships, tuition waivers, stipends, WIA, DVR, State or Federal program award, participation awards, grants or assistance received by the student other than federal financial aid. These amounts are required by law to be included as financial assistance for the award year even if they are not paid through the ENMU Office of Financial Aid. Failure to notify ENMU about these resources could jeopardize a student's Financial Aid awards and lead to adjustments in the amount of aid students receive. To report additional resources please e-mail the Financial Aid Office at **financial.aid@enmu.edu** or call 575-562-2194 or 800-367-3668.

## Availability of Funds

Awards for the aid year will be split evenly between the fall and spring semesters. Outside scholarships are also applied this way unless the donor stipulates otherwise.

- Summer financial aid is available to students who have eligibility remaining for the academic aid year that was not used in the fall and spring semesters.
- Students who plan to leave ENMU during the academic aid year should advise the Office of Financial Aid in writing as soon as possible so any future term's aid may be cancelled.
- Students entering ENMU in the spring or summer term should notify the Office of Financial Aid about awards already received at another school within the same academic aid year.
- Fall/Spring awards are made to students who are admitted to ENMU. Summer awards are made to students who are admitted and registered for classes.

- Students may view their financial aid awards and eligibility status online: Go to **my.enmu.edu**, and under the "Financial Resources" menu, choose "Financial Aid Status."

Please remember all financial aid offers are based on information provided by students, and/or spouses, availability of funds and eligibility requirements. Any award may be revised based on changes in enrollment, cost of attendance, family contribution or failure to meet satisfactory academic progress. Withdrawals or reductions in enrollment may affect an award or any future awards. Financial aid will not pay for audited courses or some repeats. Offers are subject to revision due to changes in policy, law, regulations, additional resources, calculation, or funding.

## Eligibility Requirements

- Students must be fully admitted into a degree seeking program and meeting the Satisfactory Academic Progress (SAP) requirements of their degree program to receive federal student aid funds.
- Students must have a FAFSA and be enrolled before their SAP status will be updated for a new term.
- Students must agree annually to the ENMU Terms and Conditions via **MyENMU** portal.
- Students must be registered for summer courses before remaining aid eligibility will be reviewed.
- There are maximum eligibility limits for some federal student aid funds. Students will not be awarded in excess of any federal limitations. Students can view their financial aid history at **nsldsfap.ed.gov.**
- Federal student aid will pay one time for students to repeat a previously passed course. Grades of "A," "B," "C," "D," "S" and "CRE" are considered passing whether that is the grade required by the degree program or not.

## Required Enrollment

- Student loans require a minimum half-time enrollment, five (5) credit hours for graduates.
- If graduate students choose to take coursework outside of their graduate coursework, they must be taking at least six (6) hours of coursework toward their program of study to receive federal student aid.
- Student attendance will be reported by faculty at the end of the drop/add period. If reported enrollment is less than full time, federal financial aid awards will be recalculated.

## Student Loans

Graduate students will be offered Federal Direct Unsubsidized Loans based on their eligibility. ENMU encourages frugal borrowing practices when considering any loan. Students should borrow only what is necessary to cover actual educational expenses. More information is available at **studentaid.gov.**

Federal Direct Loan funds will be paid in two disbursements. Students who borrow for the Fall/Spring award year will receive their first disbursement at the end of the fall semester's 16-week drop/add period, and their second disbursement at the end of the spring semester's 16-week drop/add period. Students who borrow for only one semester, such as fall graduates or students who enter ENMU or begin a new ENMU degree program in the spring term, will receive their first disbursement at the end of the semester's 16-week drop/ add period, and their second disbursement at the end of the semester's 8-week drop/add period. First-time Direct Loan Borrowers will receive their first disbursement 30 days following the beginning of their first semester.

## Student Action

- Transfer transcripts from all prior institutions, that show graduate work, must be on file with the ENMU Graduate School in order for financial aid processing to be accurate.
- Students should register for all classes as early as possible so that financial aid awards will be accurate and made in a timely manner. Summer aid review requires students to be registered.
- Students should monitor ENMU email for correspondence from the Office of Financial Aid. Respond to any requests quickly so there will be plenty of time to process required items.

## Notification

As soon as a student's FAFSA is processed by ENMU, a Financial Aid and Scholarship Notification will be mailed to the student's current address and ENMU email. Any time awards are increased, decreased, cancelled or new awards added, students will receive a new notification. Students should compare any new notification to the previous one, so they understand changes. Registered students should be able to view their awards by logging into their ENMU Portal.

## Aid Disbursement

At the end of the drop/add period each semester, ENMU will automatically transfer student's financial aid and scholarship awards to their student account to pay toward allowable institutional costs for courses the student is attending. Allowable institutional costs may include Tuition, Student Fees, On-Campus Room and Board.

Any aid received in excess of posted, allowable University costs will be refunded to students in the form of a check or direct deposit from the Office of Student Accounts approximately ten (10) days after the beginning of each semester. If financial aid and scholarship awards will not cover the entire semester's expenses, students are liable for the balance.

## Returning Title IV Federal Student Aid (R2T4)

Title IV Federal Student Aid funds are awarded under the assumption students will attend classes for the entire period for which the aid is awarded. When students completely withdraw, officially or unofficially, they may no

longer be eligible to receive the full amount of Title IV aid originally awarded. Academically related attendance activities are recorded by physically attending classes, taking exams, submitting required assignments, attending school assigned study groups, etc.

When students, who begin the academic period, do not complete at least 60 percent of the period, a recalculation must occur to show the percentage of aid that was earned. This percentage is derived by dividing the number of days the student attended by the number of days in the period.

If the amount of aid disbursed to the student is greater than the amount of aid the student earned, any unearned funds must be returned to the appropriate aid program. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, any earned funds may be made available to the student as a post-withdrawal disbursement.

Students who receive all "F" grades for the semester will be considered as unofficially withdrawn.

Unearned funds will be returned to the U.S. Department of Education in this order:

1. Unsubsidized Direct Stafford Loan
2. Graduate PLUS Loan
3. TEACH Grant

Students withdrawing from classes are liable for any balance due to ENMU after the return of Federal Student Aid funds. Go to **enmu.edu/R2T4** to access the current ENMU R2T4 policy.

## Satisfactory Academic Progress

Satisfactory academic progress (SAP) standards are measured at the end of each semester to ensure students receiving Title IV Federal Student Aid funds (TEACH Grant, Direct, and Graduate PLUS Loans) are meeting both quantitative (pace of completion) and qualitative (grade) requirements:

- **Completion Rate:** Attempted hours should be completed.
- **GPA:** Grades earned should be sufficient to apply to degree or certificate plan.
- **Maximum Time Frame:** Degree program must be completed in a timely manner.

Following is the policy used by Eastern New Mexico University, in compliance with federal regulations, to determine students are meeting SAP and should be considered to receive Title IV federal student aid:

**SAP REQUIREMENTS**

| Degree | Completion Rate | GPA | Overall Maximum Time Frame |
|---|---|---|---|
| Teacher Certification | 67% | 3.0 | 30 Attempted Hours |
| Master's | 67% | 3.0 | 70 Attempted Hours |
| Second Master's | 67% | 3.0 | Appeal Required |

## Cumulative Completion Rate

The percentage of work a student has successfully completed at all post-secondary institutions. All attendance, including remedial coursework, repeated coursework, and periods when students did not receive financial aid, are counted in the total hours attempted and other SAP rules.

$$\textbf{Completion Rate} = \frac{\text{Cumulative Hours Passed}}{\text{Cumulative Hours Attempted}}$$

$$\textbf{Example} = \frac{60 \text{ Hours Passed}}{74 \text{ Hours Attempted}} = 81\%$$

## Cumulative GPA

Cumulative Grade Point Average (GPA) earned on course work at all post-secondary institutions.

## Maximum Time Frame

Maximum Time Frame is calculated as 150 percent of the hours necessary to complete the degree program and includes all attempted hours from all post-secondary institutions. Title IV Federal Student Aid eligibility expires when students appear to lack more hours than they can complete within the maximum time frame limit for their degree program. Students will begin to be monitored when they reach 120 percent of the hours necessary to complete their program. Students may be asked to petition for reinstatement and provide supporting documentation to show their degree program can be completed within the maximum time frame. Students who lack more hours than can be completed before reaching the maximum time frame limit may petition for reinstatement to receive an extension of Federal Student Aid. The procedure for reinstatement of financial aid includes: submitting a Petition for Reinstatement, an Academic Success Action Plan (ASAP) and a current Degree Plan Checklist or Degree Evaluation Report. If approved, students must only enroll in the hours listed on their ASAP and complete all attempted hours with the GPA required by their program in order to continue receiving Federal Student Aid. Students pursuing a second Master's degree must petition for reinstatement and should thoroughly explain and document the need for the subsequent degree including any extreme mitigating circumstances.

## Teacher Certification

Teacher Certification applies to students who already have a bachelor's degree and are returning for certification only.

### Grade Calculation and Completion

Grades of "F," "I," "U" and "W" are considered unsuccessful completion of the course and count against a student's completion rate and maximum time frame calculations. Grade of "S" will count as work completed and will be counted as successful completion of the course. Since no grade point is given for the grade, it is not calculated into the GPA. Successful completion of the term is defined as completion of all attempted hours with grades sufficient to satisfy their degree plan requirements. Title IV Federal Student Aid funds may be awarded once for a previously passed course.

### ENMU Financial Aid SAP Status

Once grades are posted, at the end of each semester, Financial Aid SAP Status will be updated for the next term for those students who are registered and have a current FAFSA. Students will be assigned a new status based on the semester's results:

| SAP STATUS | | |
|---|---|---|
| **Academic Progress** | **Status** | **Result** |
| Meeting Completion Rate and GPA | Eligible: Meeting SAP Policy | Eligible |
| Not Meeting Completion Rate and/or GPA (New or Transfer Students) | Ineligible: Rate/GPA | Not Eligible |
| First Failure Completion Rate and/or GPA (Continuing Students) | Warning: Meet SAP by Next Term | 1 Semester Provisional Eligibility |
| Second Failure Completion Rate and/or GPA (Continuing Students) | Ineligible: Rate/GPA | Not Eligible |
| May Exceed Maximum Time Frame | Ineligible: May Exceed Max Time | Not Eligible |
| Exceed Maximum Time Frame | Ineligible: Over Max Time Limit | Not Eligible |
| Approved Petition/ Academic Plan | Probation/ Follow Plan | 1 Semester Provisional Eligibility |

Students may review their financial aid academic progress online by accessing their **MyENMU** portal account and following links to the financial aid area. Students with Provisional Eligibility should not waste this opportunity to prove they can make successful progress. Ineligible students will lose Title IV Federal Student Aid funding eligibility and have to pay for classes on their own until meeting the SAP requirements or completing a successful reinstatement request.

### Reinstatement

The Scholarship and Financial Aid Committee will review written requests for reinstatement from students who have extreme mitigating circumstances which prevented them from complying with the SAP Policy. Mitigating circumstances are defined as unanticipated and unavoidable events beyond a student's control. Contact Financial Aid at 575-562-2194 for more information.

Academic Progress maintained by the Office of Financial Aid is not the same as Academic Standing, which is maintained by the Office of the Registrar. Students must be academically eligible and registered at ENMU before written requests concerning Academic Progress will be reviewed.

# Student Services and Facilities

## Golden Library

The Golden Library, housed in the Golden Student Success Center (GSSC), offers extensive resources. Printed materials and databases provide access to thousands of information resources. Interlibrary loan allows access to materials in print and digital formats. The PASSPORT system facilitates students' access to other libraries in New Mexico. Digital resources make 24-hour access to its collections available to all students.

Current newspapers and periodicals are available on-site. Students may request that items be held at the circulation desk. Print and electronic reserves enable greater access to instructors' materials. Distance students can request that physical items in the library be mailed to them.

Graduate students may reserve lockers in the graduate student carrel area. Group study rooms and areas conducive to individual study are also available. Technology ports and charging stations support a wide variety of formats. The library houses a computer lab for student use. A test proctoring room is available.

The Golden Library houses Media Services, where students may print posters and transparencies, laminate items, and have papers bound. Students pay for the costs of the materials.

The Golden Library has unique items that support graduate research and training. The K-12 Curriculum collection contains copies of textbooks in use throughout the public-school system in New Mexico. Special collections include the Jack Williamson Science Fiction library, the Southwest collection with rare and hard-to-find items, and the University's archives.

## Campus Bookstore

The mission of the ENMU Campus Bookstore is to enhance and support the educational processes of Eastern New Mexico University. The ENMU Campus Bookstore partners with the University community to provide appropriate goods and services at a competitive price, help develop and maintain an effective learning environment, reflect an institutional image of competence and quality, provide advice on services and resources appropriate to educational needs, and generate income to augment University resources. In executing this role, the bookstore is committed to high quality, innovation, and service. For information about bookstore services and policies, visit **enmucampusstore.com**.

## Accessibility Resources and Testing Center

The Office of Accessibility Resources and Testing Center offers a variety of accommodations based on an individual's documentation of a disability. These may include e-textbooks, examination accommodations, note taking and other services. Orientation for services, programs and mobility are available in addition to adaptive equipment such as a text enlarger, reading software and dictation software. This office coordinates with the Commission for the Blind, Vocational Rehabilitation, and other agencies. For more information visit Student Academic Services (SAS), Room 186, 575-562-2280, or see **enmu.edu/Accessibility.**

## Health and Wellness – Counseling Corner

The Office of Health and Wellness (Counseling Corner) provides free personal, mental health, crisis, and wellness counseling to all enrolled students. Licensed professional counselors help students address personal problems on a short-term basis and refer students who may require long-term counseling or treatment to local agencies. All of our counseling services are free, confidential, and available to give you the help you need, when you need it. Our office is located in Student Academic Services (SAS), Room 232 and we are open Monday through Friday, 8 a.m. to 5 p.m. year-round. To request an appointment with a licensed counselor, please complete the Counseling Corner Request Form at **my.enmu.edu/forms/counseling-corner** (You must be logged into your portal to access).

## TimelyCare

For those students who do not reside in the State of New Mexico, or their counseling needs are beyond regular office hours, ENMU offers TimelyCare. It is a free resource that can be accessed 24/7, 365 days a year, and it offers a wide range of support, including:

- **MedicalNow:** On-demand care for common concerns (cold, flu, allergies, etc.).
- **TalkNow:** Immediate emotional support anytime for stress, anxiety, relationships, or other concerns.
- **Scheduled Medical:** Choose a day, time, and provider that fits your schedule.
- **Scheduled Counseling:** Meet with a mental health provider at a time that words for you (up to 12 visits per year).
- **Health Coaching:** Guidance on nutrition, sleep, time management, and mindfulness.
- **Psychiatry:** Appointments available by referral.
- **Student Success Coaching:** Support with goal setting study skills, resume reviews, and more.
- **Self-Care Content:** 24/7 access to meditation, yoga, educational videos, and expert articles.

Register today by downloading the **TimelyCare** app or visiting **timelycare.com/enmu**. Please be sure to use your **enmu.edu** email address when registering.

If you have any questions, feel free to reach out to the Peer Wellness Ambassadors at **portales.wellnessambassadors@enmu.edu.**

## Student and Family Housing

The University offers housing to fit the needs of almost every student, single or married. The University realizes families and graduate students have different requirements from those of single undergraduates and has a selection of affordable housing available.

Rents are due on the first day of each month. All utilities are furnished, including cable TV and basic telephone. Most apartments are furnished. For more information, contact the Office of Housing and Residence Life in the Campus Union at 575-562-2631 or 575-562-2632.

## Student Health Insurance

ENMU is not responsible for costs arising from injury and sickness. Students are encouraged to purchase their own health insurance and to carry their insurance card with them. ENMU does not endorse any health insurance company; however, several options are listed at **enmu.edu/HealthServices.** Students may choose from these groups or arrange their own insurance coverage.

International students are required to document proof of current health insurance each semester as part of their ongoing verification to maintain visa status. International students should contact the International Student Officer at 575-562-4697 or **international.advisor@enmu.edu** for more information.

# College of Business

## Mission

The mission of the graduate business program in the College of Business (COB) at ENMU is to provide quality, student-focused, graduate business education, using distance delivery systems, preparing individuals for professional careers, further education, and life-long learning. The professionally accredited program is delivered by doctoral-qualified faculty who use technology as a key component in delivering course content and achieving desired outcomes. The College operates through open and accessible educational structures, which promote meaningful student-faculty interaction, ongoing self-evaluation, and continuous improvement.

## BUSINESS ADMINISTRATION

**Graduate Faculty**

Precious Allor
Corey Cole
Jean-Marc Gandonou
Matthew Haney
Chunsheng Jin
Amala Luncheon
Ziyi Niu
Chris Rekrut
Robert Schneider
Debra Stone
Ying Yan
Man Zhang

**DEGREE: MASTER OF BUSINESS ADMINISTRATION**

## Program Outcomes

The Master of Business Administration (MBA) program is designed to prepare individuals for responsible managerial positions in an increasingly complex business environment. Degree emphasis is placed on the development of managerial generalists rather than specialists and requires study in all major functional areas of business. The program is designed to culminate with a comprehensive integrative experience.

Accordingly, ENMU MBA students will demonstrate:

1. Mastery of core business knowledge and skills.
2. The ability to integrate the knowledge and skills derived from the different functional areas of business administration.
3. The ability to apply analytical skills and business knowledge in the interpretation of business information and data.
4. Mastery in the written presentation of information as well as in the oral presentation of information.
5. The ability to recognize ethical situations and ethical norms and values in business and the knowledge of ethical decision-making processes appropriate for a business professional.
6. The ability to apply knowledge of global events in different functional areas of business.

## Program Accreditation

ENMU's Master's program in Business Administration is accredited by ACBSP. Current Accreditation information can be found at **enmu.edu/Accreditation.**

## Application Deadlines

Students may apply to the MBA program for either the fall, spring, or summer semester to begin their study. There is no deadline for application. However, to ensure timely admission for the intended semester, students are strongly encouraged to complete their application at least three weeks before the semester's starting date.

Classes begin in January, March, June, August, and October. For exact semesters' starting dates, please check current academic calendar. Materials may be submitted electronically to **Portales.Graduate.School@enmu.edu** or via mail to:

**Graduate School**
ENMU Station 24
1500 S. Avenue K
Portales, NM 88130

## Admission Requirements

### REGULAR STATUS

Admission into the program with regular status is based on the following criteria:

1. The applicant's overall undergraduate grade point average (GPA) of 3.0 or higher, **AND**
2. The completion of the Common Professional Component (CPC) courses with a GPA of 3.0 or higher, **OR**
3. The Graduate Management Admissions Test (GMAT) score of 450 or higher and completion of all CPC courses.

### CONDITIONAL STATUS

Applicants who have not completed all of the Common Professional Component (CPC) courses may be considered for conditional admission. Such applicants will have to complete BUS 555, Business Foundations for MBA, with at least a "B" and ACCT 500, Accounting Foundations, with at least a "B" before being considered for admission with regular status.

Applicants with an overall undergraduate GPA and/or cumulative GPA on the CPC courses of less than 3.0 but more than 2.499 may be considered for conditional admission, based upon the last 36 credit hours in the

undergraduate degree, prior graduate degrees, and relevant work experience. To be admitted with regular status, full-time students must earn a minimum of a "B" grade in all courses during their first semester of enrollment. Part-time students must earn a minimum of a "B" grade in every course during their first two or three semesters of enrollment, depending on the number of course(s) taken each semester.

Once the student satisfies the conditions specified at the time of initial admission, the student will be considered admitted with regular status.

## Common Professional Component Courses

An underlying assumption of the ENMU MBA degree is that students who enter the program have the academic background that would enable them to successfully complete the degree. Students are also expected to be proficient in using common business applications such as word processing, spreadsheet, and presentation software; gathering information from online sources; and following publication guidelines, such as the American Psychological Association (APA). Students with deficiencies will be required to demonstrate competency in the deficient area before being permitted to register for a graduate course that requires that base knowledge.

The requirements of the Common Professional Component (CPC; also known as the Common Body of Knowledge) courses for the MBA degree are the following ENMU undergraduate courses or comparable courses:

- ACCT 2110 Principles of Accounting I
- ACCT 2120 Principles of Accounting II
- BLAW 2110 Business Law I
- ECON 2120 Microeconomics Principles
- BFIN 2110 Introduction to Finance
- MGMT 2110 Principles of Management
- MKTG 2110 Principles of Marketing
- MATH 1350 Introduction to Statistics

The COB will accept various forms of documentation proving that the above or comparable courses have been completed. MBA students and prospective MBA students should consult with the graduate coordinator to determine the appropriate procedure for meeting the leveling requirements.

## Alternative Methods of Documenting Competency

The list below is not intended to be all-inclusive, but rather a sample of alternative methods of acquiring or demonstrating competency:

1. Completion of BUS 555 and ACCT 500 with at least a "B".
2. Completion of graduate-level Foundation Courses offered at many other universities, which reflect the content of specific CPC courses.
3. Completion of other courses of study with prior written approval of the student's graduate advisory committee.
4. Receive a passing grade on the following equivalent College Level Examination Program (CLEP) exams:
   - Financial Accounting, equivalent to ACCT 2110 Principles of Accounting I
   - Introductory Business Law, equivalent to BLAW 2110 Business Law I
   - Principles of Microeconomics, equivalent to ECON 2120 Microeconomics Principles
   - Principles of Management, equivalent to MGMT 2110 Principles of Management
   - Principles of Marketing, equivalent to MKTG 2110 Principles of Marketing
5. The student has earned a BBA degree (or equivalent) from an ACBSP or International Accreditation Council for Business Education (IACBE) or Association to Advance Collegiate Schools of Business (AACSB) accredited program with an overall undergraduate GPA of 3.0 or higher. If there is concern about the student's knowledge of specific leveling course content, a competency exam may be required in addition to the transcript indicating prior course completion.

## Degree Plan

The ENMU MBA offers flexible solutions to suit prospective students' individual needs. The program is designed to be completed entirely online. Students who have a BBA degree (or equivalent) typically complete the 33 core graduate credit hours of coursework within two academic years. Per the Graduate School's academic regulations and procedures, a master's degree cannot be completed in less than two semesters. All coursework for the degree must be completed within seven years from enrollment in the first course in the degree plan.

Students who do not have a BBA degree (or equivalent) typically require an additional semester to complete the required leveling course (i.e., BUS 555). Students may begin taking graduate courses as long as they have met the requirements of the corresponding CPC courses. However, no student may enroll in or accumulate more than nine (9) credits of graduate courses until regular admission has been granted or they obtain written permission from the graduate coordinator.

After being admitted to the MBA program, students will be informed about how to access the degree evaluation program, which allows them to track their progress toward completing their degree requirements.

The COB accepts graduate transfer credit only from institutions or programs accredited by the ACBSP, IACBE, or AACSB. The student must submit a request to the graduate coordinator, identifying the relevant courses they wish to transfer. The student must have a minimum grade of "B" in each transfer course. The transfer credits must be within the seven-year limit for receipt of a master's degree and not satisfy a previous degree. All requests for transfer credits will be evaluated and approved by course content specialists. The student cannot transfer more than nine (9) graduate credits towards the MBA degree. See also Graduate School policies regarding Transfer of Credits from Other Institutions on **page 13.**

## Time Limits

MBA cannot be completed in less than two semesters. All work for the degree must be completed within seven years from enrollment in the first course on the degree plan. The time limit of seven years is also applicable for transferring courses to ENMU MBA.

## MBA Program Requirements

### CORE REQUIREMENTS

Students must complete the following core courses with a minimum grade of "B" in each course to earn an MBA degree:

| | | |
|---|---|---|
| ACCT | 551 | Accounting for Managers (3) |
| BUS | 501 | Law, Ethics, and Social Responsibility (3) |
| BUS | 518 | Managerial Research Analysis (3) |
| BUS | 598 | Integrative Capstone (3) |
| ECON | 525 | Managerial Economics (3) |
| FIN | 541 | Managerial Finance (3) |
| IS | 500 | Information Systems for Managers (3) |
| MGT | 520 | Leading Human Resources (3) |
| MGT | 530 | Production and Operations Management |
| MGT | 540 | Strategic Management (3) |
| MKT | 517 | Marketing Management (3) |
| Total Credit Hours | | 30 |

The prerequisite for FIN 541 is ACCT 551, and ACCT 551 should be taken among the first three classes. FIN 541 should be taken in the semester immediately following successful completion of ACCT 551 (excluding summer). BUS 598 can only be taken the very last semester of course work. The prerequisite for BUS 598 is FIN 541, while MGT 530 and MKT 517 are strongly recommended.

Individual Research (579) or Topics (593) courses cannot substitute for the above core courses.

### COMPREHENSIVE INTEGRATIVE EXPERIENCE

A comprehensive integrative experience is required for all MBA degree plans and is completed as part of BUS 598. The specific format of the comprehensive integrative experience will be determined each academic year by the COB graduate faculty and is part of the MBA program assessment activities. Only students in their last semester standing are eligible to complete the comprehensive integrative experience.

## Accounting Concentration

In addition to the Core Requirements, students may elect to pursue the MBA with Accounting Concentration. This option requires the completion of three additional graduate Accounting courses (nine credits), as listed below, with a minimum grade of "B" in each course.

- ACCT 552 Fraud (3)
- ACCT 550 Financial Accounting (3)
- ACCT 555 Federal Taxation (3)
- ACCT 558 Assurance Services (3)

## Finance Concentration

In addition to the Core Requirements, students may elect to pursue the MBA with Finance Concentration. This option requires completion of three additional graduate Finance courses (nine credits), as listed below, with a minimum grade of "B" in each course.

- FIN 568 International Financial Management (3)
- FIN 570 Capital Markets and Institutions (3)
- FIN 580 Investment Portfolio Management (3)

## Non-Degree Continuing Professional Education

Applicants who are classified as non-degree seeking may enroll in graduate-level classes and, upon completion, will receive a transcript of the courses completed. These include applicants who:

1. Hold a baccalaureate or graduate degree and who have the requisite academic background for a particular class or classes,
2. Hold an MBA degree from ENMU or from any other institution professionally accredited by the ACBSP, or IACBE, or the AACSB, **AND**
3. Seek to take courses for professional development purposes.

Students who wish to change from non-degree seeking to degree classification must:

1. Contact the Graduate School to initiate a change of status,
2. Complete six (6) graduate hours with a minimum GPA of 3.0 prior to requesting the change of status, **AND**
3. Fulfill all application requirements as set forth by the graduate program (see Admission Requirements for the MBA program **page 32)**.

A petition for change of status does not constitute an automatic change. The change must be approved by the graduate dean upon recommendation of the graduate program. No more than nine (9) credit hours completed while classified non-degree seeking will be allowed on an official degree plan if a change of status is requested and approved.

## Graduate Assistantships

The COB offers a limited number of Graduate Assistantship (GA) positions. GA positions are competitively awarded and, depending on the number of positions available, may not be available to every student. In addition to the Graduate School requirements for GAs, the COB:

1. Offers GA positions on both a semester-by-semester basis and an academic-year/annual basis
2. Requires individuals seeking a GA position within the COB to submit an application electronically.

For information, please consult the graduate coordinator for the College of Business.

# College of Education and Technology

## Mission

The College of Education and Technology is committed to serving the educational needs of New Mexico, the region, and the nation. The college offers graduate programs in counseling, education, kinesiology, and career and technical education. The college prepares students to function effectively in a pluralistic society by developing awareness, understanding, and appreciation for diversity.

## COUNSELING

**Graduate Faculty** Janet Birkey
Ronda Eade
Rebbecca Gossett

**DEGREE: MASTER OF EDUCATION**
**MAJOR: SCHOOL COUNSELING**

## Programs of Graduate Work

Flexibility in program planning for the M.A. and M.Ed. degrees allows students to prepare for positions in clinical mental health agencies, schools, and private practice.

The Master of Arts in Counseling is a distance education program that requires completion of 60 credit hours. Coursework is consistent with requirements for both New Mexico and other licensing agencies across the United States. Students are not required to come to the Portales campus. Candidates in the 60-credit-hour Counseling Program may be eligible for licensure in New Mexico school counseling upon completion of the following work:

- COUN 510 School Counseling
- COUN 512 Trauma and Crisis Counseling
- COUN 580 Counseling Children and Adolescents

The Master of Education in School Counseling is a distance education program that requires 48 credit hours of coursework and meets licensure requirements for school counseling in New Mexico. Candidates seeking licensure in school counseling may add additional coursework beyond the required 48 credit hours as needed to meet school counseling licensure requirements in other states. Students are not required to come to the Portales campus

.

## Counseling Admission Requirements

Those who apply to the Eastern New Mexico University Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School admissions requirements as described on **Page 10** in this catalog. Admission to the Graduate School does not mean the applicant is admitted to a specific master's degree program. Consideration for admission is based upon the following criteria:

1. Admission to the Graduate School (see Admission Procedures, **Page 10**).
2. An undergraduate GPA of 3.0. Applicants with GPAs under 3.0 may be considered for "provisional admission". In this case, candidates must earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment.
3. A letter of intent to the counseling program faculty. The letter of intent should include answers to the following questions:
   a. What inspired you to want to become a counselor/school counselor?
   b. Building a good rapport with a client is one of the essential parts of the counseling process. How could you build an effective counseling relationship with a client? What might be your biggest challenge with it, and how could you work on this challenge?
   c. Respect and appreciation for diversity, as well as awareness of the need for social justice, are parts of the ENMU Counseling Program objectives. Please explain your thoughts regarding these areas as a future counselor. Also, explain possible challenges you might have for these areas and how you could work on these challenges.
   d. After you complete the degree program, what is your career goal? What kind of counselor/ school counselor do you want to be? Write 2-4 pages using 12-point font, Times New Roman, and double-spaced.
4. Two letters of recommendation attesting to the applicant's motivation and ability to succeed in a graduate counseling program. These letters must be from professional and/or academic references.
5. Complete an interview with Counseling Program faculty.

Electronic letters of recommendation must be directly sent from the professional's email address to **Portales.Graduate.School@enmu.edu** or mailed to:

**Graduate School**
ENMU Station 24
1500 S. Avenue K
Portales, NM 88130
Phone: 575-562-2147

## The Degree Plan

Students prepare their degree plans in accordance with degree requirements, their professional development goals, and advice from their assigned advisers. Candidates must develop and file a signed degree plan during the first semester of degree-seeking status and ensure that the degree plan is approved by the student, the student's graduate adviser, and the graduate coordinator and filed with the Office of the Graduate School. The student will not be officially recognized as a candidate for a master's degree until these signatures are obtained and the degree plan is filed with the Office of the Graduate School. Other guidelines for degree plan development include:

1. Obtain a grade of "A" or "B" in all courses.
2. Meet with the assigned adviser no later than the completion of COUN 501 to complete and file the degree plan.
3. Apply no more than nine (9) hours of transfer credit from another university to the degree plan (See Transfer of Credits from Other Institutions, **Page 13**). Application of transfer credit to the degree plan requires approval from the counseling faculty and must be completed at least one semester prior to starting an internship. The counseling faculty, counseling graduate coordinator, and graduate dean must approve a request for transfer credits. Internship credits as well as courses including dispositional data assessment from other institutions will not be accepted or applied to the degree plan.
4. Apply no more than nine (9) graduate credit hours completed prior to admission to the counseling program to the degree plan (See Change of Status from Non-Degree to Degree-Seeking, **Page 13**).
5. Apply no extension credit to the degree plan.
6. Apply no more than three (3) graduate workshop credit hours to the degree plan.
7. Apply no more than three (3) hours of Individual Research credits to the degree plan.
8. Obtain written approval for any course substitutions by the student's graduate advisory committee prior to candidacy. After candidacy, substitutions for required courses must be approved in writing by the student's graduate advisory committee chair, the graduate coordinator, the department chair, and the graduate dean. Approval of substitutions is final only after documentation has been approved by the graduate dean.
9. COUN 598 Internship/Seminar is designated as the final coursework on the degree plan. Enrollment is based upon meeting the following stipulations:
    a. Candidates pursuing the Master of Arts in Counseling may be enrolled in COUN 598 Internship/Seminar upon the successful completion of COUN 597 Practicum in Counseling and at least 45 credit hours of required coursework with grades of "A" or "B".
    b. Candidates pursuing the Master of Education in School Counseling may be enrolled in COUN 598 Internship/Seminar upon the successful completion of COUN 597 Practicum in Counseling and at least 36 credit hours of required coursework with grades of "A" or "B".
    c. Candidates may not exceed nine (9) hours while enrolled in an internship. It is strongly encouraged that most coursework be completed before an internship, so focus can be on the fieldwork experience.
10. Students will begin the capstone project in their Practicum class and complete the Capstone process in COUN 598.

## Retention Requirements

Retention in the program will be based on the following factors:

1. Attendance in the Counseling Program Orientation and submission of the Program Agreement form in the first semester of the program.
2. Development of and adherence to an approved degree plan in compliance with Graduate School policies and with the specific course requirements listed below.
3. Satisfactory progress through the program as indicated by an "A" or "B" in all courses specified in the degree plan.
4. Obtain at least 80% grade on all Key Performance Indicators (KPI) in core courses (COUN 501, COUN 516, COUN 517, COUN 533, COUN 542, COUN 544, COUN 547, COUN 555, COUN 556, COUN 575, COUN 597, COUN 598).
5. Pass 3 Dispositional Assessment (DA) points (COUN 516, COUN 517, COUN 547).
6. Completion of at least two graduate courses on the degree plan every 12 months and degree completion within eight years.

## Probation and Dismissal

Students who fail to demonstrate basic knowledge, interpersonal and counseling skills, and professional behaviors may be asked to seek remediation. Students who continue to demonstrate unsatisfactory progress may be suspended, asked to terminate the program, or placed on inactive status (See Conditions for Readmission, **Page 11**, and the Counseling Student Handbook).

## Graduation Requirements

- Complete all coursework included in the program of study or approved substitutions with a grade of "B" or higher.
- Pass the capstone project during their last Internship class.
- Successfully complete the internship requirements for the selected program. Candidates must complete 600 hours of approved internship. Candidates are required to purchase professional liability insurance prior to beginning COUN 597 Practicum and must maintain active coverage throughout Practicum and both semesters of Internship. Students are required to find their own Practicum and Internship sites.

## The Appeal Process

A candidate has the right to appeal the interpretation of the College of Education and Technology graduate rules and policies, as well as counseling program rules and policies. Appeals are submitted to the graduate coordinator, who will convene the Education Graduate Admissions and Retention Committee (GARC) and notify the candidate in writing of the committee's decision and rationale.

## Licensure Requirements

### COUNSELING

Prospective students are encouraged to contact the licensing agencies of states in which they may want to apply for licensure and ask about specific coursework or other requirements necessary for licensure in that state.

The counseling curriculum provides coursework consistent with the licensure standards of the state of New Mexico for clinical mental health counseling and school counseling. ENMU is regionally accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCACS).

### NEW MEXICO LICENSURE

Certification or licensure can be pursued in New Mexico through ENMU's school counseling or clinical mental health counseling degrees.

### SCHOOL COUNSELING

The Master of Education in School Counseling is designed for individuals seeking licensure as an elementary or secondary school counselor in New Mexico. Information about licensure as a preK-12 school counselor in New Mexico can be obtained from the:

**New Mexico Public Education Department**
Professional Licensure Bureau
300 Don Gaspar
Santa Fe, NM 87501
Phone: 505-827-5821
505-827-5800
Web: **ped.state.nm.us**

### CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in Counseling is designed for individuals who wish to pursue licensure (LMHC/LPCC) in clinical, state agency, or mental health counseling. Information about licensure as a Licensed Mental Health Counselor in New Mexico can be obtained from the:

**New Mexico Regulation and Licensing Department**
Counseling and Therapy Practice Board
2550 Cerrillos Road
Santa Fe, NM 87505
Phone: 505-476-4622
Web: **rld.state.nm.us**

**Note:** Licensing is a state regulatory agency function and may differ from state to state.

## MAJOR: MASTER OF ARTS IN COUNSELING (60 HOURS)

Candidate must complete 51 hours of graduate counseling courses, 9 hours of electives, and a capstone project (COUN 598).

**Required Graduate Counseling Courses (51 hours)**

| | | |
|---|---|---|
| COUN | 501 | Professional Orientation in Counseling (3) |
| COUN | 502 | Advanced Psychopathology (3) |
| COUN | 509 | Introduction to Clinical Mental Health (3) |
| COUN | 514 | Addiction Counseling and Psychopharmacology (3) |
| COUN | 516 | Ethics (3) |
| COUN | 517 | Techniques in Counseling (3) |
| COUN | 533 | Research Seminar (3) |
| COUN | 542 | Career and Lifestyle Development (3) |
| COUN | 544 | Theories of Counseling (3) |
| COUN | 547 | Group Counseling (3) |
| COUN | 549 | Advanced Techniques in Counseling (3) |
| COUN | 555 | Human Growth and Development (3) |
| COUN | 556 | Social and Cultural Foundations (3) |
| COUN | 575 | Counseling Assessment (3) |
| COUN | 597 | Practicum in Counseling (3) |
| COUN | 598 | Internship/Seminar (3 – can take twice for six hours of credit) |

**Required Elective Courses (9 hours)**

Candidate must complete nine (9) hours from the list below:

| | | |
|---|---|---|
| COUN | 512 | Trauma and Crisis Counseling (3) |
| COUN | 513 | Gender Studies and Human Sexuality (3) |
| COUN | 545 | Family Counseling (3) |
| COUN | 580 | Counseling Children and Adolescents (3) |
| COUN | 569 | Workshop (1) |

**DEGREE: MASTER OF EDUCATION IN SCHOOL COUNSELING (48 HOURS)**

Candidate must complete 48 hours of graduate counseling courses and a capstone project (COUN 598).

**Required Graduate Counseling Courses**

| | | |
|---|---|---|
| COUN | 501 | Professional Orientation in Counseling (3) |
| COUN | 510 | School Counseling (3) |
| COUN | 512 | Trauma and Crisis Counseling (3) |
| COUN | 516 | Ethics (3) |
| COUN | 517 | Techniques in Counseling (3) |
| COUN | 533 | Research Seminar (3) |
| COUN | 542 | Career and Lifestyle Development (3) |
| COUN | 544 | Theories of Counseling (3) |
| COUN | 547 | Group Counseling (3) |
| COUN | 555 | Human Growth and Development (3) |
| COUN | 556 | Social and Cultural Foundations (3) |
| COUN | 575 | Counseling Assessment (3) |
| COUN | 580 | Counseling Children and Adolescents (3) |
| COUN | 597 | Practicum in Counseling (3) |
| COUN | 598 | Internship/Seminar (3 – can take twice for six hours of credit) |

### Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

## EDUCATION

**Graduate Faculty**

Johannes Addido
Cindy Benge
Selenda Cumby
Tracie Campbell
Mary Arth Daughrity
Rebecca S. Davis
Tala Karkar Esperat
Kathie Good
Geoffrey Kellogg
Elizabeth Lester
Mary K. Kallus
Tsitsi Nyabando
Lauretta Osho
John Petrone
Michael Shaughnessy
Presley Shilling
Elizabeth Stewart
Amrit Thapa
Matthew Vetterly
Mark Viner
Kathleen Wagner
Dawn Wink
Jihyun Woo

**DEGREE: MASTER OF EDUCATION**
**MAJOR: EDUCATION**

**CURRICULUM AND INSTRUCTION CONCENTRATION**

**Emphases:**
**Bilingual Education**
**Career and Technical Education**
**Educational Technology**
**Elementary Education**
**English as a Second Language**
**Pedagogy and Learning**
**Reading/Literacy**

**EDUCATIONAL STUDIES CONCENTRATION**

**Emphases:**
**Education Administration**
**Secondary Education**
**Special Education Pedagogy**

**Certificate:**
**Alternative Licensure in Elementary Education**
**Alternative Licensure in Secondary Education**
**Alternative Licensure in Special Education**
**Educational Administration**

The education graduate programs offered by the College of Education and Technology are predicated on a conceptual framework that aligns Theory and Research for Effective Practices and Commitment (TREC). TREC represents a shared journey toward excellence as members of a community of lifelong learners. The

college offers five (5) graduate degree programs: the Master of Education, the Master of Special Education, the Master of Education with a major in School Counseling, the Master of Arts in Counseling and the Master of Science in Physical Education. The Master of Education degree (M.Ed.) allows for two concentrations: Curriculum and Instruction or Educational Studies, with respective emphases. Candidates in Educational Studies will complete a capstone project as part of the 15 hours of the Educational Studies Core Coursework.

## Requirements for Admission to the Education Graduate Programs in the College of Education and Technology

Candidates who fail to satisfy all the following requirements for admission within their first 12 hours of graduate study at ENMU will be reclassified as non-degree seeking candidates (see Admissions section in catalog for further details) and will not be allowed to register for further graduate coursework until all requirements for admission are fulfilled.

1. Admission to the Graduate School.
2. An undergraduate GPA of 3.0. Applicants with grade point averages between 2.75 and 2.99 will be considered for provisional admission; if accepted, candidates must earn a minimum GPA of 3.0 with no grade less than a "B" during their first semester or the first nine (9) hours.
3. A letter of application to the Educational Studies Graduate Coordinator or the Curriculum and Instruction Graduate Coordinator. The letter should specify the intended area of emphasis and explain why the applicant wants to pursue an advanced degree in education.
4. An electronic copy of the candidate's teaching license or confirmation of completion of a teacher education program. Applicants for Career and Technical Education, Educational Technology, Alternative Licensure Programs, and the Master of Special Education with emphasis in Early Childhood are not required to submit a copy of a teaching license.

## Requirements for Advancement to Candidacy

Refer to the Regulations section for future information on Advancement to Candidacy.

## The Degree Plan

Candidates must develop and sign a degree plan with their adviser during the first semester of degree-seeking status. Degree plans should be submitted to the department graduate coordinator to be filed in the Graduate School. The candidate will not be officially recognized as a master's degree candidate until these signatures are obtained and the degree plan is filed with the Graduate School. Other guidelines for degree plan development include:

1. Complete EDF 500 or CI 521 during the first nine (9) hours of degree-seeking status. Curriculum and Instruction majors need to take core courses in this order: CI 521 first, then CI 531, and last CI 591.
2. Obtain a grade of "A" or "B" in all core requirements specified in the degree plan. One grade of "C" may be earned in one emphasis or elective area course.
3. Apply no more than nine (9) hours of transfer credit from another university to the degree plan (see catalog section on Transfer of Credits). Application of transfer credit to the degree plan requires approval from the candidate's graduate advisory committee, the candidate's graduate coordinator, and the graduate dean; and must be completed at least one semester prior to the semester of graduation. Transfer credits are not automatic. Not all transfer credits may be applicable to the degree plan. The transfer of credits must be within the six-year limitation for the receipt of a master's degree.
4. Apply no extension credit to the dress plan.
5. Apply no more than nine (9) graduate credit hours completed an ENMU as a non-degree seeking student to the degree plan.
6. Apply no more than six (6) graduate workshop credit hours to the degree plan. Requires approval from the candidate's graduate adviser, the candidate's graduate coordinator and the graduate dean. Not all workshop credits may be applicable to the degree plan.
7. Apply no more than four (4) Individual Research (579) credits to the degree plan.
8. After candidacy, substitutions for required courses must be approved in writing by the candidate's graduate advisory committee chair, the graduate coordinator, the department chair, and graduate dean. Approval of substitutions is final only after the graduate dean has approved documentation.

## Requirements for Graduation

Candidates must validate their ability to synthesize the content of their master's degree by successfully completing the Graduate Capstone Project CI 591 or SED/SPED 596.

Educational Studies candidates in Special Education or Secondary Education must pass all Educational Studies Core Coursework with a grade of "A" or "B", including CI 591 or SED/SPED 596 Graduate Capstone Project.

Educational Studies candidates in Education Administration must pass all Educational Studies Core Coursework with a grade of "A" or "B", including EDAD 598 Internship II. Candidates must submit passing scores for the Praxis Educational Leadership: Administration and Supervision (Test Code 5412) as the culminating integrative experience in accordance with this Graduate Catalog.

## The Appeal Process

A candidate has the right to appeal the interpretation of College of Education and Technology graduate rules and policies. Appeals are submitted to the department graduate coordinator who will convene the Education Graduate Admissions and Retention Committee (G.A.R.C.) and notify the candidate in writing of the committee's decision and rationale. Any request for a grade review must originate with the instructor. The specific Policy for Review of Grades is available from the college dean. For more detailed information about appeals procedures, contact the departmental graduate coordinator.

## Certificates for Alternative Teacher Licensure

Graduate Certificate programs for completing requirements for alternative licensure are available to candidates with a bachelor's degree in a field other than education who wish to obtain a New Mexico teaching license. Certificate programs include the Certificate for Alternative Licensure in Elementary Education, the Certificate for Alternative Licensure in Secondary Education, and the Certificate for Alternative Licensure in Special Education. Certificate programs are described below. Detailed descriptions are available in the departmental and graduate offices of the College of Education and Technology.

Candidates may pursue both a certificate for alternative licensure and the master's degree. All hours accrued toward a Certificate for Alternative Licensure may be applied toward the Master's degree, provided that the hours have been completed within the six-year time frame and that the hours are applicable to the degree being sought. Candidates completing the Alternative Licensure Program must submit a separate application for the master's degree.

## Alternative Licensure Overview

The Alternative Licensure Programs provide rigorous and substantial preparation for beginning teachers. The programs synthesize theory and practice to enable beginning teachers to offer effective classroom instruction. Alternative licensure provides another route to New Mexico teaching licensure for participants who have completed a bachelor's or master's degree and meet certain other requirements. ENMU alternative licensure programs address the relevant entry-level competencies in elementary, secondary, and special education approved by the New Mexico Public Education Department. Additionally, these programs adhere to TREC, the conceptual framework for educator preparation programs at Eastern New Mexico University.

Students will consult with the Alternative Licensure Specialist for additional requirements, information, and guidance in developing an alternative licensure plan and/or master's degree plan before enrolling in class. Letters of acceptance for NMPED initial licensure are issued only through the Alternative Licensure Specialist based on approval. At the conclusion of the program, NMPED completion letters are not provided to students on academic suspension.

To complete alternative licensure programs, candidates must complete internships as a "teacher of record". NMPED defines "teacher of record" as the recipient of an alternative teaching license named in an employment contract with a local education agency responsible for teaching students and managing a classroom the majority of the time. The "teacher of record" is responsible for lesson planning, assigning grades, meeting with parents, and completing all duties of a classroom teacher with a standard teaching license. (6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 11/27/2018)

Copies and scores of all signature assessments must be maintained in a portfolio provided to candidates in the CET Alternative Licensure Canvas course. A completed portfolio with all signature assessments must be submitted as a prerequisite for the final internship course.

**Please note that the New Mexico Public Education Department (NMPED) may change requirements at any time. To obtain licensure in New Mexico, candidates must meet all requirements set by the NMPED.**

## Grading Policy for Alternative Licensure

Candidates must earn a grade of "A" or "B" in all required licensure coursework. One grade of "C" may be earned on the licensure plan. Academic progress is closely monitored to ensure all licensure requirements are met.

## Alternative Licensure Application Checklist

- Apply and be accepted to the ENMU Graduate School and to a College of Education and Technology graduate alternative licensure certificate program.
- All alternative licensure candidates must have a minimum cumulative 3.0 GPA in the chosen endorsement area(s).
- Meet the requirements of a minimum cumulative 2.75 GPA in student's bachelor's or master's program.

## Certificate for Alternative Licensure in Elementary Education

The Elementary Alternative Licensure Program is 21 credit hours, including three 1-hour mentored internships as "teacher of record" taken throughout the program and meeting with the Alternative Licensure Specialist to create a licensure plan that includes NMPED-approved endorsement areas. If planning to teach at the middle school level, candidates must have a 24-hour endorsement with six (6) hours of upper-division coursework (300-400 level or higher) in an approved endorsement area. Candidates must maintain a minimum 3.0 GPA throughout the program.

Candidates must complete at minimum one academic year as "Teacher of Record" in a New Mexico K-8 public school.

## Program of Study (21 Hours)

1. **Introduction to Elementary Teaching and Literacy (classes must be completed with a "B" or higher):**
   - ELED 508 Analysis of Elementary Education (3)
   - RED 587 Approaches to Teaching Literacy (3)
2. **Content Knowledge/Multicultural Heritage:**
   - RED 518 Content Area Literacy (3)
   - BLED 578 Teaching Multicultural Heritage of the Southwest (3) **OR**
   - BLED/RED 538 Language Arts and the Teacher of English as a Second Language (3)
   - ELED 511 Trends in Science and Mathematics Education (3)
3. **Diverse Learners:**
   - SPED 501 Introduction to Exceptional Students (3)
4. **Internship:**
   - ELED 521 Internship I (1) (ELED 521 must be taken concurrently with ELED 508)
   - ELED 522 Internship II (1)
   - *ELED 523 Internship III (1)

*ELED 523 can only be taken upon successful completion of all courses on the Elementary Education Alternative Licensure Plan and successful completion of Praxis 5205 Teaching Reading: Elementary and fulfillment of the portfolio requirement as set forth by the New Mexico Public Education Department.

## Alternative Licensure in Secondary Education

Alternative Licensure in Secondary Education requires completion of 18 credit hours of graduate coursework, including three 1-hour mentored internships as a "teacher of record" taken throughout the program. Must have a 30-hour endorsement with 12 hours in upper division coursework (300-400 level or higher) in an endorsement area.

## Program of Study

**Foundations of Teaching and Diversity**

| | | |
|---|---|---|
| EDF | 515 | Theories of Learning/Motivation (3) |
| SED | 518 | Reading and Literacy in Secondary Education (3) |
| EDF | 538 | Instructional Design for Educators (3) |

**Professional Teacher Education**

| | | |
|---|---|---|
| SED | 526 | Diversity Issues in Secondary Education (3) |
| EDF | 530 | Assessment (3) |
| SED/SPED | 571 | Internship I Classroom Management (1) |
| SED/SPED | 572 | Internship II Instruction and Assessment (1) |
| *SEDSPED | 573 | Internship III Professional Evaluation (1) |

*SED/SPED 573 can only be taken upon successful completion of all courses on the Secondary Education Alternative Licensure Plan and successful completion of the portfolio requirement as set forth by the New Mexico Public Education Department. The Secondary Internships must be completed in the approved content area.

## Alternative Licensure in Special Education

The Alternative Special Education Licensure Program provides training and preparation for beginning teachers who wish to teach in the special education setting. The program synthesizes theory and practice to enable teachers to use effective instructional practices and provides classroom experiences that will positively impact their students' lives. Alternative Licensure in Special Education requires completion of 21 credit hours of graduate coursework, including three 1-hour mentored internships as a "teacher of record" taken throughout the program. The program requires completion of 21 graduate credit hours as listed below:

## Program of Study

| | | |
|---|---|---|
| RED | 510 | Literacy Assessment and Evaluation (3) |
| SPED/SED | 518 | Reading and Literacy in Secondary Education (3) |
| SPED | 501 | Introduction to Exceptional Students (3) |
| SPED | 505 | Low Incidence Disabilities: Theory to Practice (3) **OR** |
| SPED | 548 | Emotional Disturbance: Theory to Practice (3) |
| SPED | 539 | Classroom/Behavior Management (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED/SED | 571 | Internship I Classroom Management (1) |
| SPED/SED | 572 | Internship II Instruction and Assessment (1) |
| *SPEDSED | 573 | Internship III Professional Evaluation (1) |

*SPED/SED 573 can only be taken upon successful completion of all courses on the Special Education Alternative Licensure Plan, successful completion of the portfolio requirement, and passing of Praxis: Special Education Core Knowledge and Applications set forth by the New Mexico Public Education Department.

## Educational Administration Licensure Information

Requirements for licensure in Education Administration may be fulfilled through the specific degree or licensure program. Admission requirements for licensure include the following:

1. An undergraduate GPA of 3.0. Applicants with GPAs under 3.0 may be considered for "provisional admission" and required to earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment.
2. A letter of intent to the educational administration faculty should be written answering the following questions: (200 words per question)
   a. What experiences as an educator have inspired you to become a school administrator?
   b. What campus and district are you currently working at? What classes are you currently teaching and how many years of teaching experience do you have? What skills have you developed in this role that can be transferred to the administrative role?
   c. Describe in detail three traits that an effective administrator should have.
   d. At this time, which school do you plan to complete your year-long internship, and who will serve as your Site Administrator (Mentor Principal)?
   e. What are your expectations for how the program's comprehensive coursework, including core classes such as Educational Research, Visionary and Ethical Leadership, and School Law, along with specialized courses like The Principalship, and School Finance, will prepare you for the multifaceted responsibilities of educational administration? Additionally, are there specific areas of professional growth you hope this program will help you achieve?
   f. What might be your greatest challenges or fears as you enter this program and step into the field of educational administration?
3. One letter of recommendation from a professional educator and one letter of recommendation from an administrator.
4. Electronic copy of teaching license demonstrating:
   a. Three years of teacher of record (OR)
   b. Level 2 teaching license (OR)
   c. Level 3 instructional support license

These courses must be taken as part of a master's degree in education.

## Educational Administration Licensure-Only Certificate Program

Applicants already holding a master's degree and a level two teaching license may elect to complete only the 24 hours of approved coursework required for licensure. This program does not lead to a degree, only an administrator license in accordance with New Mexico Administrative Code (NMAC).

### Program of Study

| | | |
|---|---|---|
| EDAD | 525 | Educational Personnel (3) |
| EDAD | 526 | Visionary and Ethical Leadership (3) |
| EDAD | 535 | The Principalship (3) |
| EDAD | 559 | Curricular Leadership (3) |
| EDAD | 560 | School Law (3) |
| EDAD | 582 | School Finance (3) |
| EDAD | 597 | Internship I (3) |
| EDAD | 598 | Internship II (3) |

Licensure-only candidates must complete no fewer than 18 hours prior to enrollment in EDAD597 and **must submit passing scores for the Praxis Educational Administrator: Pre-K-12 Educational Leadership: Administration and Supervision (Test Code 5412) as part of the course.**

## TESOL Endorsement

The four-course sequence leading to NMPED endorsement in Teaching English to Speakers of Other Languages provides training and strategies for immediate use in the K-12 classroom. Candidates participate in school district cohorts over a two-year period in order to complete the endorsement program. Courses may be included in Master of Education degree with an emphasis in either Pedagogy and Learning or English as a Second Language.

### Program of Study

| | | |
|---|---|---|
| BLED | 580 | ESL Methods (3) |
| BLED | 530 | Language Assessment and Placement of Bilingual Students (3) |
| BLED | 588 | TESOL Linguistics for ESL (3) |
| BLED | 590 | TESOL Endorsement Graduate Project (3) |

NMPED also requires 12 credit hours of undergraduate or graduate coursework in culture and ESL pedagogy, plus 6 hours in any language other than English.

## Degree Requirements for Master of Education by Concentrations and Areas of Emphasis

### CURRICULUM AND INSTRUCTION CONCENTRATION

Core Requirements for emphases in Bilingual Education, English as a Second Language, Educational Technology, Elementary Education, Pedagogy and Learning, Career and Technical Education, and Reading/Literacy. All Curriculum and Instruction emphasis areas require nine hours of the required core classes and an additional 27 hours of emphasis and/or elective coursework, depending on the individual emphasis. The Master of Education in Curriculum and Instruction requires the completion of 36 hours of coursework.

## Curriculum and Instruction Core Requirements (9 hours)

**Educational Research**

| | | |
|---|---|---|
| CI | 521 | Professional Research (3 |

**Culture of Education**

| | | |
|---|---|---|
| CI | 531 | Critical Pedagogy and Educational Reform (3) |

**Assessment of Human Learning**

| | | |
|---|---|---|
| CI | 591 | Capstone Seminar in Curriculum, Instruction, and Assessment (3) |

## Bilingual Education Emphasis

Completion of nine (9) hours of Curriculum and Instruction Core Requirements and 27 hours of required emphasis area coursework.

**Required Emphasis Courses (27 hours)**

| | | |
|---|---|---|
| BLED | 501 | Bilingual Education: Theory to Practice (3) |
| BLED | 525 | The Role of the Parent in the Bilingual Classroom (3) |
| BLED | 534 | Methods of Content Area Instruction in Bilingual Education (3) |
| BLED | 587 | Historical Impact of Bilingual Education (3) |
| BLED | 581 | Bilingual Strategies (3) |
| BLED | 531 | Assessing English Language Learners in the Classroom (3) |
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| RED | 587 | Approaches to Teaching Literacy (3) **AND** |
| SPAN | | One 3-credit graduate course in literature or culture selected in consultation with adviser (3) **OR** Spanish Immersion Institute (6) |

**Note:** Leveling courses will be required as needed to meet the language proficiency level of the PED for an endorsement in Bilingual Education.

## English as a Second Language Education Emphasis

Completion of nine hours of Curriculum and Instruction Core Requirements plus 21 hours of required emphasis area coursework and six (6) hours of electives from the list of electives.

**Required Emphasis Courses (21 hours)**

| | | |
|---|---|---|
| BLED | 501 | Bilingual Education: Theory to Practice (3) |
| BLED | 530 | Language Assessment and Placement of Bilingual Students(3) |
| BLED/RED | 538 | Language Arts and the English as a Second Language Teacher (3) |
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| BLED | 580 | ESL Methods (3) |
| BLED | 588 | TESOL Linguistics in ESL (3) |
| BLED | 590 | TESOL Endorsement Graduate Project (3) |

**Elective Courses (6 hours)**

| | | |
|---|---|---|
| BLED | 587 | Historical Impact of Bilingual Education (3) |
| BLED | 525 | The Role of the Parent in the Bilingual Classroom (3) |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| ELED/RED/SED | 542 | Integrated Technology & Literacy Through Project-Based Learning (3) |

**Note:** Candidates will be required to provide a transcript with six (6) credit hours in a single language other than English to the NM PED to receive an endorsement in TESOL.

## Educational Technology Emphasis

Completion of nine (9) hours of Curriculum and Instruction Core Requirements, 24 hours of required emphasis area coursework, and three (3) hours of electives selected with adviser prior approval.

**Required Emphasis Courses (24 hours)**

| | | |
|---|---|---|
| ELED/SED | 529 | Operating Systems, Networking & Cloud Computing for Teachers (3) |
| ELED/SED | 531 | Social Issues and Ethics in Digital Computing for Teachers (3) |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| ELED/SED | 535 | Technology Curriculum Design and Action Research (3) |
| ELED/SED | 537 | Technology Leadership (3) |
| ELED/SED | 538 | IT Project Management for Teacher (3) |
| ELED/SED | 540 | Creativity Across the Curriculum (3) |
| ELED/RED/SED | 542 | Integrated Technology & Literacy Through Project Based Learning (3) |

**Elective Courses (3 hours)**

Three hours of electives selected with adviser prior approval.

## Elementary Education Emphasis

Completion of nine (9) hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis area coursework, and six (6) hours of electives.

**Required Emphasis Courses (21 Hours)**

| | | |
|---|---|---|
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| CI | 540 | Teacher Leadership (3) |
| ELED | 511 | Trends in Science and Mathematics Education (3) |
| RED | 518 | Content Area Literacy (3) |
| ELED | 540 | Creativity Across the Curriculum (3) |
| RED | 528 | Supporting Writing in the Classroom (3) |
| | | **AND** |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| *ELED | 508 | Analysis of Elementary Education (3) |
| | | **AND** |
| *RED | 587 | Approaches in Teaching Literacy (3) |

*Candidates must be admitted to the Elementary Alternative Licensure Program to enroll in ELED 508 Analysis of Elementary Education and RED 587 Approaches to Teaching Literacy. ELED 508 and RED 587 are required courses for the Elementary Alternative Licensure Program. All other candidates must complete RED 528 and ELED/SED 532.

**Elective Courses (6 Hours)**

**Minimum three hours with RED prefix required:**

| | | |
|---|---|---|
| ELED/RED/SED | 542 | Integrated Technology & Literacy Through Project Based Learning (3) |
| ELED | 569 | Workshop in Elementary Education (3) |
| ELED | 579 | Individual Research in Elementary Education (3) |
| ELED/SED | 529 | Operating Systems, Networking & Cloud Computing for Teachers (3) |
| ELED/SED | 531 | Social Issues and Ethics in Digital Computing for Teachers (3) |
| ELED | 593 | Topics in Elementary Education (3) |
| RED | 510 | Literacy Assessment and Evaluation (3) |
| RED | 520 | Literacy through Multimodalities (3) |
| RED | 524 | Children's and Adolescent Literature in the Classroom (3) |
| RED | 527 | Literacy Development in K-12 Learners (3) |
| RED/BLED | 538 | Language Arts & the Teacher of English as a Second Language (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED | 543 | Communication and Collaboration Methods (3) |

For candidates pursuing Elementary Alternative Licensure, the following courses may be used as electives:

| | | |
|---|---|---|
| ELED | 521 | Internship I (1) |
| ELED | 522 | Internship II (1) |
| ELED | 523 | Internship III (1) |
| SPED | 501 | Introduction to Exceptional Students (3) |

## Pedagogy and Learning Emphasis

Candidates must complete nine (9) hours of Curriculum and Instruction Core Requirements, choose one 15-hour emphasis from the list below, and select 12 elective hours of study in a second area. The 12 hours of study in a second area can be in a second emphasis or may be combinations of coursework in various areas with the approval of an adviser. The P & L Emphasis is often the ideal choice for candidates concurrently enrolled in the Alternative Elementary Education Licensure Program or the TESOL Endorsement Program. The flexibility of this curriculum allows teachers to meet the needs of diverse learners in their classrooms by broadly exploring several areas.

**Curriculum and Instruction Core Requirements (9 hours)**

**One** of the following emphasis areas (15 hours)

- Bilingual Education Emphasis
- English as a Second Language Emphasis
- Elementary Education Emphasis
- Educational Technology Emphasis
- Reading/Literacy Emphasis (Must have RED 517 as one of the classes)

Elective courses chosen in consultation with an adviser (12 hours).

## Bilingual Education Emphasis Area (15 hours)

| | | |
|---|---|---|
| BLED | 501 | Bilingual Education: Theory to Practice (3) |
| BLED | 534 | Methods of Content Area Instruction in Bilingual Education (3) |
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| BLED | 525 | The Role of the Parent in the Bilingual Classroom (3) |
| BLED | 593 | Topics in Bilingual Education (3) |

## English as a Second Language Emphasis Area (15 hours)

| | | |
|---|---|---|
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| BLED | 530 | Language Assessment and Placement of Bilingual Students (3) |
| BLED | 580 | ESL Methods (3) |
| BLED | 588 | TESOL Linguistics for ESL (3) |
| BLED | 590 | TESOL Endorsement Graduate Project (3) |

## Elementary Education Emphasis Area (15 hours)

| | | |
|---|---|---|
| BLED | 578 | Teaching Multicultural Heritage of the Southwest (3) |
| CI | 540 | Teacher Leadership (3) |
| ELED | 511 | Trends in Science and Mathematics Education (3) |
| ELED | 540 | Creativity Across the Curriculum (3) |
| RED | 518 | Content Area Literacy (3) |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| ELED/RED/SED | 542 | Integrated Technology & Literacy Through Project Based Learning (3) |
| ELED/SED | 529 | Operating Systems, Networking & Cloud Computing for Teachers (3) |
| ELED/SED | 531 | Social Issues and Ethics in Digital Computing for Teachers (3) |
| ELED | 569 | Workshop in Elementary Education (3) |
| ELED | 579 | Individual Research in Elementary Education (3) |
| ELED | 593 | Topics in Elementary Education (3) |
| RED | 510 | Literacy Assessment and Evaluation (3) |
| RED | 520 | Literacy through Multimodalities (3) |
| RED | 524 | Children's and Adolescent Literature in the Classroom (3) |
| RED | 528 | Supporting Writing in the Classroom (3) |
| RED | 587 | Approaches in Teaching Literacy (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED | 543 | Communication and Collaboration Methods (3) |
| RED | 527 | Literacy Development in K-12 Learners (3) |

For candidates pursuing Elementary Alternative Licensure, the following courses may be used as electives:

| | | |
|---|---|---|
| ELED | 508 | Analysis of Elementary Education (3) |
| ELED | 521 | Internship I (1) |
| ELED | 522 | Internship II (1) |
| ELED | 523 | Internship III (1) |
| SPED | 501 | Introduction to Exceptional Students (3) |

## Educational Technology Emphasis Area (15 hours)

| | | |
|---|---|---|
| ELED/SED | 529 | Operating Systems, Networking & Cloud Computing for Teachers (3) |
| ELED/SED | 531 | Social Issues & Ethics in Digital Computing for Teachers (3) |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| ELED/SED | 535 | Technology Curriculum Design & Action Research (3) |
| ELED/SED | 537 | Technology Leadership (3) |
| ELED/SED | 538 | IT Project Management for Teachers (3) |
| ELED/SED | 540 | Creativity Across the Curriculum (3) |
| ELED/RED/SED | 542 | Integrated Technology & Literacy Through Project Based Learning (3) |

## Reading/Literacy Emphasis Area (15 hours)

**Required Emphasis Area Course (3 hours)**

| | | |
|---|---|---|
| RED | 517 | Advanced Reading Theory/ Philosophical/Historical Foundations of Reading (3) |

**Select 12 hours from the following list:**

| | | |
|---|---|---|
| RED | 538 | Language Arts and the Teacher of English as a Second Language (3) |
| RED | 510 | Literacy Assessment and Evaluation (3) |
| RED | 518 | Content Area Literacy (3) |
| RED | 520 | Literacy through Multimodalities (3) |
| RED | 524 | Children's and Adolescent Literature in the Classroom (3) |
| RED | 528 | Supporting Writing in the Classroom (3) |
| RED | 542 | Integrated Technology and Literacy Through Project Based Learning (3) |
| RED | 527 | Literacy Development in K-12 Learners (3) |

## Career and Technical Education (CTE) Emphasis

Candidates must complete six (6) hours of Curriculum and Instruction Core Requirements (CI 521, CI 531, and CI 591, and 27 hours in the CTE Emphasis Area). Earning a Master of Education (M.Ed.) with an emphasis in Career and Technical Education prepares individuals for advanced teaching, research, and administrative positions in secondary and post-secondary education, community and technical colleges, higher education, and business and industry related to career and technical education. Documentation of employment in a related field is accepted in lieu of K-12 licensure for admission into the Curriculum and Instruction Master's program with an emphasis in CTE.

## Career and Technical Education (CTE) Emphasis (27 hours)

Candidates must complete CI 521, CI 531, and CI 591, and 27 hours in the CTE emphasis area.

**Required CTE Emphasis Area Courses (27 hours)**

| | | |
|---|---|---|
| CTED | 501 | Philosophy and Practice of CTE (3) |
| CTED | 503 | Teaching Methods in CTE (3) |
| CTED | 504 | Educational Leadership in CTE (3) |
| CTED | 505 | Education Policies in CTE (3) |
| CTED | 506 | Assessment and Evaluation in CTE (3) |
| RED | 518 | Content Area Literacy (3) |
| ELED/SED | 532 | Technology Integrated Curriculum (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| CTED | 507 | Program Planning, Development and Evaluation in CTE (3) |

## Reading/Literacy Emphasis

Candidates must complete nine (9) hours of Curriculum and Instruction Core Requirements, 21 hours of required emphasis coursework, and six (6) hours of RED electives. If a course is cross-listed, the RED prefix must be selected.

**Required Emphasis Courses (27 hours)**

| | | |
|---|---|---|
| RED | 510 | Literacy Assessment and Evaluation (3) |
| RED | 517 | Advanced Reading Theory/ Philosophical/Historical Foundations (3) |
| RED | 518 | Content Area Literacy (3) |
| RED | 528 | Supporting Writing in the Classroom (3) |
| RED/BLED | 538 | Language Arts and the Teacher of English as a Second Language (3) |
| RED | 542 | Integrated Technology and Literacy Through Project Based Learning (3) |
| RED | 520 | Literacy through Multimodalities (3) |
| RED | 524 | Children's and Adolescent Literature in the Classroom (3) |
| RED | 590 | Graduate Project (1-6) |
| RED | 527 | Literacy Development in K-12 Learners (3) |

EDUCATIONAL STUDIES CONCENTRATION

**The Master of Education in Educational Studies for Education Administration and Secondary Education is comprised of 36 hours of coursework. The Educational Studies Core consists of 15 hours of coursework. The selected emphasis area provides the remaining 21 hours of the concentration.**

**Educational Studies Core Requirements (15 hours)**

| | | |
|---|---|---|
| EDF | 500 | Educational Research (3) |
| EDF | 515 | Theories of Learning and Motivation (3) |
| EDF | 530 | Assessment (3) |
| *EDAD | 560 | School Law (3) **OR** |
| SPED | 503 | Special Education Law (3) |
| SPED/SED | 596 | Graduate Capstone Project (3) **OR** |
| **EDAD | 598 | Internship II (3) |

*Candidates pursuing Education Administration must select EDAD 560 School Law.

Candidates pursuing Secondary Education may select EDAD 560 School Law or SPED 503 Special Education Law. Candidates pursuing Special Education Pedagogy must select SPED 503 Special Education Law.

**Only candidates admitted to the Educational Administration Program may enroll in EDAD 598.

## Education Administration Emphasis

Completion of15 hours of Educational Studies Core Requirements and 21 hours of required emphasis area coursework.

**Required Emphasis Courses (21 hours)**

| | | |
|---|---|---|
| EDAD | 525 | Educational Personnel (3) |
| EDAD | 526 | Visionary and Ethical Leadership (3) |
| EDAD | 535 | The Principalship (3) |
| EDAD | 559 | Curricular Leadership (3) |
| EDAD | 582 | School Finance (3) |
| EDF | 501 | Curriculum: Theory to Practice (3) **OR** |
| EDF | 536 | American Curriculum History (3) |
| **EDAD | 597 | Internship I (3) |

**Internships are completed in the candidate's school. EDAD 597 and EDAD 598 cannot be completed in the same semester and are both 16 weeks in length.

Degree-seeking candidates **must complete no fewer than 30 hours prior to enrollment in EDAD 597 and must submit passing scores for the Praxis Educational Administrator: Pre_K-12 Educational Leadership: Administration and Supervision (Test Code 5412) as the culminating integrative experience in accordance with this Graduate Catalog.** This program leads to an administrator license in accordance with New Mexico Administrative Code (NMAC).

## Secondary Education Emphasis

Completion of the 15 hours of Educational Studies Core Requirements, 12 hours of required emphasis area coursework, 6 hours of focus area, and 3 hours of electives.

**Required Emphasis Courses (12 hours)**

| | | |
|---|---|---|
| EDF | 501 | Curriculum: Theory into Practice (3) |
| EDF | 536 | American Curriculum History (3) |
| SED | 526 | Diversity Issues in Secondary Education (3) |
| *SPED | 503 | Special Education Lay (3) **OR** |
| *EDAD | 560 | School Law (3) |

*Candidates will select the law course that was not taken as part of the 15-hour Educational Studies Core.

**Focus Area (6 hours)**

Students will choose <u>one</u> of the following focus areas:

**Bilingual Education:**

| | | |
|---|---|---|
| BLED | 580 | ESL Methods (3) |
| BLED | 588 | TESOL Linguistics for ESL (3) |

**Educational Administration:**

| | | |
|---|---|---|
| EDAD | 526 | Visionary and Ethical Leadership (3) |
| EDAD | 559 | Leadership in the Instructional Core (3) |

**Special Education:**

| | | |
|---|---|---|
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED | 548 | Emotional Disturbance: Theory to Practice (3) |

**Elective Courses (3 hours)**

Three (3) hours of electives will be selected in consultation with the academic adviser among EDF, SED, or SPED courses.

### Secondary Education Licensure Emphasis

Completion of the 15 hours of Educational Studies Core Requirements and 21 hours of required emphasis area.

**Required Emphasis Courses (21 hours)**

| | | |
|---|---|---|
| EDF | 501 | Curriculum: Theory into Practice (3) |
| EDF | 536 | American Curriculum History (3) |
| EDF | 538 | Instructional Design (3) |
| SED | 526 | Diversity Issues in Secondary Education (3) |
| SED | 571 | Internship I Classroom Management (1) |
| SED | 572 | Internship II Instruction and Assessment (1) |
| SED | 573 | Internship III Professional Evaluation (1) |
| SED | 518 | Reading and Literacy in Secondary Education (3) |
| *SPED | 503 | Special Education Law (3) |
| | | **OR** |
| *EDAD | 560 | School Law (3) |

* Candidates will select the law course that was not taken as part of the 15-hour Educational Studies Core.

To meet New Mexico licensure and program requirements, candidates must have a concentration of 30 hours with 12 upper division in a subject matter area that qualifies for an endorsement on a teaching license. These requirements are usually met within the undergraduate degree.

## SPECIAL EDUCATION

**Graduate Faculty**

Rebecca S. Davis
Kathie Good
Elizabeth Lester
Michael F. Shaughnessy

**DEGREE:** MASTER OF SPECIAL EDUCATION

**MAJOR:** SPECIAL EDUCATION

**EMPHASES:** EARLY CHILDHOOD SPECIAL EDUCATION

GENERAL SPECIAL EDUCATION

SPECIAL EDUCATION LICENSURE

The Department of Educational Studies offers a Master of Special Education degree with three emphasis areas: Early Childhood Special Education, General Special Education, and Special Education Licensure. The Early Childhood emphasis coursework will not satisfy state requirements for a license in Special Education. The Educational Studies Special Education Core consists of 15 hours of coursework. The selected emphasis area provides the remaining 21 hours required for the degree. General and specific admission requirements, guidelines for preparing degree plans, and other policies are the same as those for the Master of Education degree (see requirements in the Education section of the Graduate Catalog).

### Early Childhood Special Education

This degree program is designed for candidates with a teaching license in early childhood, elementary education, or special education and for individuals working in early care and intervention. This master's degree will enhance knowledge and skill application for working with infants, toddlers, young children, and their families. Although special education licensure may be pursued concurrently, the early childhood special education program does not lead to teacher licensure in special education.

### General Special Education

This degree program is designed for individuals licensed in Special Education. This course of study will enable candidates to become better classroom teachers who engage more knowledgeably and productively with students and their families, fellow educators, and the public at large.

### Special Education Licensure Emphasis

This degree program is designed for individuals who are seeking licensure in Special Education. This course of study will enable candidates to acquire that knowledge and skills necessary for teaching students with disabilities. The program synthesizes theory and practice to enable beginning teachers to use effective instructional strategies and practices that will improve outcomes for individuals with disabilities.

### Special Education Core Requirements (15 hours)

| | | |
|---|---|---|
| EDF | 500 | Educational Research (3) |
| EDF | 515 | Theories of Learning and Motivation (3) |
| EDF | 530 | Assessment (3) |
| SPED | 503 | Special Education Law (3) |
| SPED | 596 | Graduate Capstone Project (3) |

### Early Childhood Emphasis

Completion of the 15 hours of Special Education Core Requirements and 21 hours of required emphasis area coursework.

**Required Emphasis Courses (21 hours)**

| | | |
|---|---|---|
| SPED | 501 | Introduction to Exceptional Students (3) |
| SPED | 508 | Foundations of Early Childhood Special Education (3) |
| SPED | 512 | Language and Learning (3) |
| SPED | 515 | Foundations of Positive Behavior Supports (3) |
| SPED | 521 | Applied Behavior Analysis for Teachers (3) |
| SPED | 526 | Multicultural Special Education (3) |
| SPED | 552 | Autism Spectrum Disorders (3) |

### General Special Education Emphasis

Completion of the 15 hours Special Education Core Requirements and 21 hours of required emphasis area coursework.

**Required Emphasis Courses (21 hours)**

| | | |
|---|---|---|
| SPED | 505 | Low Incidence Disabilities: Theory to Practice (3) |
| SPED | 508 | Foundations of Early Childhood Special Education (3) **OR** |
| SPED | 509 | Gifted: Theory to Practice (3) |
| SPED | 521 | Applied Behavior Analysis for Teachers (3) |
| SPED | 526 | Multicultural Special Education (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED | 548 | Emotional Disturbance: Theory to Practice (3) |
| SPED | 515 | Foundations of Positive Behavior Support (3) **OR** |
| SPED | 552 | Autism Spectrum Disorders (3) |

### Special Education Licensure Emphasis

Completion of the 15 hours of Educational Studies Core Requirements and 21 hours of required emphasis area coursework.

**Required Emphasis Courses (21hours)**

| | | |
|---|---|---|
| SPED | 501 | Introduction to Exceptional Students (3) |
| SPED | 539 | Classroom and Behavior Management (3) |
| SPED | 540 | High Incidence Disabilities: Theory to Practice (3) |
| SPED | 505 | Low Incidence Disabilities: Theory to Practice (3) **OR** |
| SPED | 548 | Emotional Disturbance: Theory to Practice (3) |
| RED | 510 | Literacy Assessment and Evaluations (3) |
| SPED | 518 | Reading and Literacy in Secondary Education (3) |
| SPED | 571 | Internship I Classroom Management (1) |
| SPED | 572 | Internship II Instruction and Assessment (1) |
| SPED | 573 | Internship III Professional Evaluation (1) |

To meet New Mexico licensure requirements, candidates must have a concentration of 24 hours in a subject matter area that qualifies for an endorsement on a teaching license. These requirements are usually met within the undergraduate degree.

## HEALTH AND PHYSICAL EDUCATION

**Graduate Faculty** Richard Guerra
Hyunjin Kwon
Hyokju Maeng
Sarah J. Wall

## DEGREE: MASTER OF SCIENCE
## MAJOR: PHYSICAL EDUCATION

## EMPHASIS: SPORT ADMINISTRATION

The Health and Physical Education program offers Master of Science degree (thesis or non-thesis options) in physical education with an emphasis in sport administration.

The Sport Administration emphasis will focus on management issues, preparing candidates for a broad range of careers, including those in athletic administration (collegiate and interscholastic), youth sports, recreational facilities, and professional sporting organizations. A degree plan will be provided by your

advisor to complete the program of study and will be selected by the candidate and the candidate's graduate advisor in accordance with the ENMU Graduate Catalog. This program will not meet requirements for individuals seeking licensure as a K-12 public-school administrator.

## Admission Requirements

Requirements for admission to the program include the following:

1. General admission requirements must be met as set forth by the Graduate School (refer to Section on Admissions).
2. A completed bachelor's degree with a cumulative GPA no lower than 3.0. Applicants with a cumulative GPA lower than 3.0 may be considered for provisional admission.
3. Applicants to the HPE graduate program must submit a letter of intent with their application. The one-page letter should include the following: a brief biography, a statement regarding the applicant's decision to attend the Sport Administration program, ENMU, and career aspirations upon completion of the degree. Only complete applications will be considered. Each applicant will be evaluated by the HPE graduate coordinator according to the criteria listed above. Regular status cannot be attained until all admission requirements have been met.

## Degree Requirements

### THESIS AND NON-THESIS PROGRAM

Candidates must select either a thesis or a non-thesis option to qualify for a Master of Science degree. Either option could be completed in two years by a full-time student. The non-thesis option program consists of 36 semester hours of coursework, which includes a three-hour capstone course and six (6) hours of electives. Candidates must be in their final semester of coursework, have successfully completed all other required courses with a grade of "B" or better, and have instructor approval to enroll in HPE 578 Capstone. HPE 578 must be successfully completed with a grade of "B" or better.

The thesis option is strongly encouraged for candidates considering future doctoral study. The thesis program consists of 36 hours of coursework, which includes six (6) hours of thesis and three (3) hours of electives. Candidates electing the thesis option will not be required to enroll in HPE 578 Sport Administration Capstone.

## Master of Science in Physical Education (36 hours)

**Sport Administration (27 hours required)**

| | | |
|---|---|---|
| HPE | 502 | Research Methods (3*) |
| HPE | 510 | Social & Psychological Aspects of Sport (3) |
| HPE | 526 | Sport Finance and Economics (3) |
| HPE | 532 | Sport Facility Management (3) |
| HPE | 533 | Management and Leadership in Sport (3) |
| HPE | 537 | Ethics in Sport (3) |
| HPE | 538 | Sport Law and Risk Management (3) |
| HPE | 548 | Strategic Sport Marketing (3) |
| HPE | 577 | Sport Event Management (3) |

**Thesis or Non-Thesis: Sport Administration (3 or 6 hours required)**

| | | |
|---|---|---|
| HPE | 578 | Sport Administration Capstone (Non-Thesis) ** (3) **OR** |
| HPE | 599 | Master's Thesis (6) |

**Electives: non-thesis and thesis (3 or 6 hours required)**

| | | |
|---|---|---|
| EXSC | 527 | Applied Sports Psychology (3) |
| EXSC | 529 | Science of Human Movement (3) |
| HPE | 534 | Sport and the Media (3) |
| HPE | 569 | Workshop in Physical Education (1-6) |
| HLED | 575 | Women's Sport/Wellness Issues (3) |
| HPE | 579 | Individual Research (1-3) |
| HPE | 589 | Internship (3) |
| HPE | 593 | Topics in Sports (3) |

Candidates completing the non-thesis option must select six (6) hours of electives with advisor approval.

Candidates selecting the thesis option must select three (3) hours of electives with advisor approval.

* HPE 502 is to be completed within the first six (6) hours of graduate work.

** HPE 578 must be taken in the final semester of coursework. Graduate students may complete a summer elective following a spring HPE 578 with approval of the department. Candidates must have successfully completed all other required courses with a grade of B or better prior to registration and be in good standing with the ENMU Graduate School. Instructor approval required.

## Graduate Assistantships

Individuals who have been formally admitted to the Graduate School and who meet the eligibility guidelines established by the Graduate School regarding graduate assistantships will be given consideration for an assistantship. Final selections will be based on preparation and the program's specific needs. Ordinarily, appointments as graduate assistants are not granted to the same candidate for more than two years of full-time assistantship equivalency.

Assistantships for Health and Physical Education students are available in teaching, research, and other activities as needed by the program. Individuals interested in being considered for an assistantship should contact the Graduate School.

# College of Fine Arts

## COMMUNICATION

**Graduate Faculty**

Lonnie Berry
Jeff Gentry
Yoorim Hong
Khadimul Islam
Darrell Roe
Qian Yu

**DEGREE: MASTER OF ARTS**
**MAJOR: COMMUNICATION**

The Master of Arts in Communication offers students a more practical and hands-on approach for advanced study. The program is unique in that it offers the flexibility to pursue advanced study in a variety of areas, including public relations, journalism, media literacy and criticism. This is an online program; however, students have the option to take in-person classes.

The program is beneficial to both resident and distance students interested in pursuing a master's degree to:

- Enter the workforce directly upon graduation
- Advance in their professional careers
- Enter a doctoral program

The program benefits working professionals who need flexibility and practical experience for career advancement. Graduates of this program are prepared to pursue employment or advancement in careers in public relations, journalism, publishing, broadcast journalism, broadcast production, non-profits, media relations, management, human resources, business, education, marketing, political consulting, advertising, sales, the nonprofit sector, or in government. It also prepares students for entering doctoral programs in communication and other related fields.

### Admission Requirements

Students seeking a Master of Arts in Communication are expected to have a bachelor's degree in Communication from an accredited institution, although well-qualified applicants from other disciplines are eligible for admission.

All students seeking admission must apply to the Communication program by making formal application to the Graduate School. The following materials must be submitted directly to the Graduate School Office; the Communication faculty will review these materials to determine a student's acceptance into the program:

Official transcripts illustrating an undergraduate GPA of 3.0 or higher.

A one-page statement of purpose outlining goals and objectives of graduate work as well as goodness of fit with the Communication program.

Once a student is admitted into the Communication program, the Graduate Coordinator will evaluate the applicant's undergraduate records to determine if any leveling or English language proficiency coursework will be necessary.

### Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

### Graduate Assistantships

A limited number of Graduate Assistantships are available for qualified applicants. When awarding Graduate Assistantships, the primary criterion is whether the applicant will further the educational mission of the department. Graduate assistants in the Department of Communication are hired on a yearly or semester-by-semester basis, depending on the applicant's qualifications and departmental need. Graduate assistants are required to be in residence, as they are primarily responsible for teaching lower- division undergraduate communication courses.

Students interested in applying for a Graduate Assistantship should indicate this in their statement of purpose and submit a Graduate Assistantship Application Form. Ultimate responsibility for awarding Graduate Assistantships rests with the Graduate Coordinator in consultation with department faculty.

## Thesis and Non-Thesis Program

Students may select either a thesis or a non-thesis option. The thesis program consists of 24 semester hours of coursework plus a six-hour thesis. Students who elect the thesis option must complete a thesis (topic to be approved by the graduate advisory committee) and successfully pass an oral defense of the thesis. The non-thesis program consists of 30 semester hours of coursework, which includes COMM 532 Communication Capstone Project. The Master of Arts degree is sufficiently flexible to allow graduate courses (up to 9 hours) to be taken outside of the department to support a student's career or academic objectives, with the approval of the student's graduate advisory committee.

**Thesis option:** 24 semester hours of coursework plus a six-hour thesis. Students must complete a thesis and successfully pass an oral defense of the thesis. Students electing the thesis option may not enroll in COMM 532 Communication Capstone Project.

**Non-Thesis option:** 30 semester hours of coursework. This coursework must include COMM 532 Communication Capstone Project. Thesis credits (COMM 599) may not be used to fulfill coursework requirements.

## Course Requirements for the Master of Arts in Communication

**Communication Core (12 credits)**

| | | |
|---|---|---|
| COMM | 502 | Communication Research Methods (3) |
| COMM | 510 | Mass Media and Society (3) |
| COMM | 513 | Critical Analysis of Mass Media (3) |
| COMM | 545 | Communication Theory (3) |

All students are required to take the 12 credit hours associated with the Communication Core. Course substitutions to the Communication Core are not permitted.

In addition to the Communication Core, students may select from the following list of courses offered by the department to total 24 semester hours plus a six-hour thesis for the thesis option or to total 30 semester hours for the non-thesis option:

| | | |
|---|---|---|
| COMM | 509 | Multimedia Journalism (3) |
| COMM | 511 | Public Relations Cases and Concepts (3) |
| COMM | 517 | Race, National Identity, and Media (3) |
| COMM | 522 | Directing for Television (3) |
| COMM | 523 | Global Media (3) |
| COMM | 525 | Rhetoric and Popular Culture (3) |
| COMM | 526 | Communication and Social Change (3) |
| COMM | 527 | Integrated Communication Campaign (3) |
| COMM | 529 | Management in Media (3) |
| COMM | 531 | Documentary Writing and Production (3) |
| COMM | 532 | Communication Capstone Project (3) |
| COMM | 546 | Feature Writing and Production (3) |
| COMM | 554 | Relational and Interpersonal Communication Behavior (3) |
| COMM | 557 | Social Media and Society (3) |
| COMM | 569 | Workshop in Communication (3) |
| COMM | 575 | Gender Communication (3) |
| COMM | 577 | Family Communication (3) |
| COMM | 579 | Individual Research (1-3) |
| COMM | 593 | Topics in Communication (1-3) |
| COMM | 599 | Master's Thesis (1-6) |

# College of Liberal Arts and Sciences

## ANTHROPOLOGY AND APPLIED ARCHAEOLOGY

**Graduate Faculty** Brendon Asher
John Montgomery
Elizabeth Lynch
Erik Stanley
Kirsten Verostick

**DEGREE: MASTER OF ARTS**
**MAJOR: ANTHROPOLOGY**

The degree of Master of Arts in Anthropology allows students to focus on research in archaeology, biological anthropology, or cultural anthropology. A wide range of methods courses are offered that provide training in current analytical approaches to various anthropological materials. Instruction is supplemented by research, service, and employment opportunities with the Blackwater Draw National Historic Landmark, Blackwater Draw Museum, Agency for Conservation Archaeology, and numerous anthropological collections.

Students should choose a thesis or research project that matches departmental and faculty areas of expertise **(enmu.edu/AnthroStaff**). In addition to the required curriculum, students will choose from two options: either a master's thesis or an assigned part in a group project (non-thesis option). If the student is currently employed in, or currently has access to, an appropriate organizational setting for an internship, an internship-based project may be substituted for the assigned group project in the non-thesis option. Students pursuing ethnographic work must choose the thesis option. Both the thesis and non-thesis options are offered online, with the exception of theses or projects in Forensic Anthropology or concerning some aspects of Biological Anthropology (check with faculty for feasibility).

Applications are reviewed year-round as they are received, but early applications are encouraged. The program is designed to prepare students for careers related to the field of anthropology, and/or preparation for application to a doctoral degree program in anthropology/archaeology. The student must work closely with their adviser to ensure that they take the required courses and electives when offered as online options, and the non-thesis degree plan prepared by the student's adviser will indicate whether the student is choosing to complete the required work completely online. Some elective classes will not be offered online.

### Application Requirements

To be admitted with regular graduate status for a Master of Arts in Anthropology, the student must hold a bachelor's degree in anthropology or a related area with a cumulative GPA of at least 3.0. Students with a lower GPA may be considered for provisional admission. Students without a bachelor's degree in anthropology may be admitted after completing undergraduate leveling classes. The GRE is not required.

Applicants should have a clear idea of which focus within anthropology they wish to pursue. Applicants are encouraged to contact faculty members prior to applying.

### Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

### Application Process

Students must be admitted to the Graduate School before their application will be reviewed for the graduate Anthropology Program. The Graduate School application form can be found online at **enmu.edu/GradApply.**

Each applicant must submit the following items to the Department of Anthropology and Applied Archaeology via the online application system:

1. A one- to two-page letter of personal introduction outlining research focus, professional goals, related work and educational experience, and an indication of whether full time, part-time and/or fully online participation in a thesis or non-thesis option is intended.
2. A resume or CV.
3. Two letters of recommendation written and sent by academic or professional references.

An applicant's transcripts will be reviewed along with the resume or CV to determine whether leveling courses are necessary. Generally, every incoming graduate student must be able to demonstrate a basic knowledge of the following subfields of anthropology: biological anthropology, archaeology, and cultural anthropology. If a student has taken and satisfactorily passed anthropology courses or can show field experiences in an area, then leveling courses will not be required. Students who have not taken a technical writing course may be required to take an undergraduate leveling course or test out of the requirement with a department exam.

Students with interests in archaeology who have not taken a field school from an accredited institution may be required to take an archaeology field school as a leveling course.

A non-degree seeking graduate student must receive departmental approval to take graduate anthropology courses.

## Degree Requirements

To qualify for a Master of Arts degree in Anthropology, the student must select the thesis or non-thesis option. The student must declare which option they have chosen by the end of their first semester. Either option could be completed in two years by a full-time student following the recommended course of study.

For the thesis option, the student must complete 33 credit hours of coursework, complete and defend a thesis, and maintain a cumulative graduate GPA of 3.0. For the non-thesis option, the student must complete 36 credit hours of coursework and satisfactorily complete an assigned portion of the group project in the non-thesis capstone (ANTH 598). Students currently connected to the field pursuing the organizational internship-based non-thesis project will complete their project in ANTH 510 rather than in the group non-thesis capstone course.

Students must maintain a cumulative GPA of 3.0. Students may be responsible for making arrangements and covering expenses of their internship.

All students must prepare and defend a research prospectus, which can be done either as part of ANTH 501 or by enrolling in ANTH 597 Colloquium for one (1) credit hour during the summer or fall semester after taking ANTH 501.

All students are strongly encouraged to present their research at the ENMU Student Research and Creativity Conference or a professional discipline-related conference.

The student's thesis or non-thesis advisory committee will consist of at least three members with ENMU graduate faculty status, at least two of which will be from the Anthropology Department. A degree plan must be prepared for each student according to the guidelines set for graduate studies by the University available online at **enmu.edu/ThesisResources.** Faculty expertise, research interests, and the breadth of courses offered will help the student to create a degree plan that can focus on areas of traditional relevance to anthropology, areas represented in the program, or contemporary directions in anthropology. Research areas in the department include:

- Cultural Anthropology
- Ethnography (thesis option only)
- Ethnographic/Anthropological Film
- Biological Anthropology
- Forensic Anthropology (in-person only)
- Molecular Anthropology
- Geographic Information Systems (GIS)
- Historic Preservation
- Cultural Resource Management
- Archaeology
- Digital Archaeology
- Landscape Archaeology
- Southwest Archaeology
- Paleoindian Studies
- Lithic Analysis
- Zooarchaeology
- Bioarcheology
- Geoarchaeology
- Historical Archaeology

**RECOMMENDED COURSE OF STUDY FOR COMPLETION IN TWO YEARS**

| Non-Thesis | Thesis | Hours |
|---|---|---|
| **FALL I** | | |
| ANTH 550 | ANTH 550 | 3 |
| ANTH 516 | ANTH 516 | 3 |
| ANTH 503 or 532 | ANTH 503 or 532 | 3 |
| **Total Hours:** | | **9** |
| **SPRING I** | | |
| ANTH 501 | ANTH 501 | 3 |
| ANTH Elective | ANTH Elective | 3 |
| ANTH 541 or 542 | Elective | 3 |
| **Total Hours:** | | **9** |
| **SUMMER I** | | |
| ANTH 510 (if internship option) | --- | **3** |
| **Total Hours:** | | **0-3** |
| **FALL II** | | |
| ANTH 503 or 532 | ANTH 503 or 532 | 3 |
| ANTH Elective | Elective | 3 |
| Elective | Elective | 3 |
| **Total Hours:** | | **9** |
| **SPRING II** | | |
| ANTH 541 or 542 or Elective | ANTH 599 | 3 |
| Elective 4 (if needed) | ANTH 599 | 0-3 |
| ANTH 598 | --- | 3 |
| Project Defense | Thesis Defense | - |
| **Total Hours** | | **3-6** |

### Master of Arts in Anthropology Thesis Plan (33 hours)

As indicated below, the student must complete 21 hours of graduate anthropology requirements and 12 hours of electives to total 33 hours of coursework.

**Required Graduate Anthropology Courses (21 credit hours)**

| | | |
|---|---|---|
| ANTH | 516 | Professionalism in Anthropology (3) |
| ANTH | 501 | Anthropological Research Foundations (3) |
| ANTH | 503 | Geographic Information Systems for Anthropology (3) |
| ANTH | 532 | Peoples of the Southwest (3) |
| ANTH | 550 | Anthropological Theory (3) |
| ANTH | 599 | Master's Thesis (6) |

**Required Elective Courses (12 credit hours)**

The student must complete 12 hours of graduate ANTH courses not taken above in consultation with the graduate adviser. Graduate-level courses in other subject areas may be used in partial fulfillment of this requirement subject to adviser approval.

### Master of Arts in Anthropology Non-Thesis Plan (36 credit hours)

As indicated below, the student must complete 24 hours of graduate anthropology requirements, 12 hours of electives, and a research project resulting in a written report of a substantive analysis directed towards an explicit research problem. Defense of the project to the student's committee is required. In all, 36 hours of coursework is required for the degree.

**Required Graduate Anthropology Courses (24 credit hours)**

| | | |
|---|---|---|
| ANTH | 516 | Professionalism in Anthropology (3) |
| ANTH | 501 | Anthropological Research Foundations (3) |
| ANTH | 503 | Geographic Information Systems for Anthropology (3) |
| ANTH | 532 | Peoples of the Southwest (3) |
| ANTH | 541 | Historic Preservation (3) |
| | | **OR** |
| ANTH | 542 | Cultural Resources Management (3) |
| ANTH | 550 | Anthropological Theory (3) |
| ANTH | 598 | Non-Thesis Capstone (3) |
| | | **OR** |
| ANTH | 510 | Internship in Applied Anthropology (3) |

**Required Elective Courses (12 credit hours)**

The student must complete 12 hours of graduate ANTH courses not taken above in consultation with the graduate adviser. Graduate-level courses in other subject areas may be used in partial fulfillment of this requirement, subject to adviser approval.

## BIOLOGY

**Graduate Faculty**

Matthew A. Barlow
Patricia Cabrales-Arellano
Drew R. Davis
Corey Green
Joseph Madison
Sreejith Perinthottathil
Darren A. Pollock
Jonathan Schmitt

## DEGREE: MASTER OF SCIENCE
## MAJOR: BIOLOGY

The degree of Master of Science in Biology offers a combination of advanced study in general biology and specialization in an area tailored to the interest of the student. Thesis students (Plan A) pursue advanced original research projects with their advisers to demonstrate mastery in a biological discipline. This prepares such students to enter doctoral and professional school programs. Non-thesis students (Plan B) pursue a degree that is intended as a terminal degree for students in professions such as teaching, administration and policy making in the life sciences.

To begin a Master of Science program in biology, a student must:

1. Meet Graduate School admission requirements.
2. Have earned a bachelor's degree.
3. Submit a statement of research interest(s) to the Graduate School.
4. Submit at least two letters of recommendation to the Graduate School.
5. Be approved by the graduate faculty in the Department of Biology. Students lacking sufficient background in either science or statistics may be admitted with the stipulation that leveling courses will be completed in addition to degree requirements.

### Degree Requirements

#### PLAN A: THESIS

1. Required courses: 30 credits, including the following core courses:

| | | |
|---|---|---|
| BIOL | 513 | Conservation Biology (3) **OR** |
| BIOL | 528 | Advanced Molecular Biology and Genetics (3) |
| BIOL | 562 | Evolution (3) |
| BIOL | 579 | Independent Research (3) |
| BIOL | 582 | Biological Literature (3) |
| BIOL | 592 | Research Presentation in Biology (3) |
| BIOL | 599 | Master's Thesis |

A minimum of 50 percent of the degree plan will be composed of graduate-only courses (not 400/500).

2. All students are required to have an undergraduate course in statistics taken prior to admission to the graduate program. Students that have not had two courses in statistics are required to take the graduate level statistics (STAT 513).
3. Any student accepting a graduate teaching assistantship will need to complete BIOL 508 Pedagogy and Professional Development (1).
4. Oral final examination: defense of thesis and assessment of thesis student's knowledge of biology (final semester of enrollment).
5. Prior to final acceptance of the thesis document the student must submit a draft or drafts of a publication-ready manuscript(s).

**PLAN B: NON-THESIS**

1. Required courses: 36 credits, including the following core courses:

| | | |
|---|---|---|
| BIOL | 513 | Conservation Biology (3) |
| BIOL | 528 | Advanced Molecular Biology and Genetics (3) |
| BIOL | 562 | Evolution (3) |
| BIOL | 579 | Independent Research (3) |
| BIOL | 580 | Graduate Project (3) |
| BIOL | 582 | Biological Literature (3) |
| BIOL | 592 | Research Presentation in Biology (3) |

   A minimum of 50 percent of the degree plan will be composed of graduate-only courses (not 400/500).

   Additional coursework: 15 hours of graduate work in consultation with the student's graduate advisory committee.

2. All students are required to have an undergraduate course in statistics taken prior to admission to the graduate program. Students that have not had two courses in statistics are required to take the graduate level statistics (STAT 513).
3. Any student accepting a graduate teaching assistantship will need to complete BIOL 508 Pedagogy and Professional Development (1 credit).
4. Written final comprehensive examination: to assess non-thesis student's knowledge of biology (final semester of enrollment; non-thesis plan only).

### Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

## CHEMISTRY

**Graduate Faculty** Oluniyi Fadare
Md Mhahabubur Rhaman
Juchao Yan

**DEGREE: MASTER OF SCIENCE**
**MAJOR: CHEMISTRY**

The degree Master of Science in Chemistry offers candidates advanced preparation in the fields of analytical chemistry, biochemistry, environmental chemistry, medicinal chemistry, and physical chemistry. The thesis option additionally permits pursuit of specific research interests in one of these sub-fields. The thesis option is designed for candidates preparing for more advanced studies in chemistry (Ph.D.), advanced training for chemistry careers, or preparing for entry to professional schools in related areas. The non-thesis option is appropriate for candidates already involved in careers in chemistry, environmental science, medicine, science education or related fields.

To begin the Master of Science program in chemistry, a candidate must:

1. Meet Graduate School admission requirements (see Admission Standards, **page 11**).
2. Have earned a bachelor's degree.
3. Have completed basic courses in general chemistry (one year), organic chemistry (one year), analytical chemistry (one semester), and biochemistry (one semester) together with calculus (one year) and physics (one year). Candidates may be admitted with minor deficiencies to be remedied as described below.
4. Submit a personal statement including career goals to the program.
5. Submit at least two letters of recommendation to the program.
6. Be approved by the chemistry graduate faculty.

All newly admitted chemistry graduate candidates are evaluated for sufficient undergraduate preparation by the chemistry graduate faculty and may be required to take leveling courses, in addition to degree requirements, to remedy any deficiencies. Determination of appropriate preparation may include review of transcripts, and preliminary subject examinations and writing skills assessment administered at ENMU (if required).

Upon admission and evaluation, candidates work with a graduate adviser and committee to create a degree plan specifying a course of study (as a thesis or non-thesis plan). To change graduate adviser or change program, e.g., thesis to non-thesis or vice versa, candidates must submit to the graduate coordinator old and new degree plans, transcripts, and a letter of intent stating reasons for the change. Candidates must also secure graduate committee members for the new program and indicate these details in the letter. After review of these materials,

change requires approval by all chemistry graduate faculty. Candidate initiated change is allowed only once and can only be made during the semester prior to the semester the candidate graduates (see Change of Thesis or Non-Thesis Plan of Study, **page 17**).

## Master of Science in Chemistry Thesis Option (32 hours)

Candidate must complete 16 hours of Chemistry Core Requirements, five (5) hours of electives, five (5) hours of professional development skills and six (6) hours of Master's Thesis. Any course substitution must be approved by all chemistry graduate faculty.

**Chemistry Core Requirements (16 hours)**

| | | |
|---|---|---|
| CHEM | 508/L | Biochemistry/Biochemistry Laboratory (4) |
| CHEM | 510/L | Analytical Chemistry/Analytical Chemistry Laboratory (4) |
| CHEM | 523 | Mathematical Methods of Quantum Mechanics (1) |
| CHEM | 524 | Quantum Mechanics and Quantum Chemistry (3) |
| CHEM | 546/L | Medicinal Chemistry/Medicinal Chemistry Laboratory (4) |

**Required Elective Courses (5 hours)**

Candidate must complete five (5) hours of electives selected with concurrence of the candidate's chemistry graduate faculty, and at least two (2) out of five (5) hours must be from chemistry; these courses may not include hours in CHEM 594 or 579. A maximum of three (3) hours outside of chemistry is allowed with permission from the chemistry graduate faculty, including the following:

| | | |
|---|---|---|
| BIOL | 509/L | Microbial Physiology/Microbial Physiology Laboratory (4) |
| BIOL | 510/L | Plant Systematics/Plant Systematics Laboratory (4) |
| BIOL | 522/L | Medical Microbiology/Medical Microbiology Laboratory (4) |
| BIOL | 524/L | Advanced Human Physiology/ Advanced Human Physiology Laboratory (4) |
| BIOL | 525/L | Molecular Biology/Molecular Biology Laboratory (4) |
| BIOL | 528 | Advanced Molecular Biology and Genetics (3) |
| GEOL | 554 | Geochemistry (3) |
| STAT | 500 | Statistical Analysis I (3) |
| STAT | 513 | Statistical Analysis II (3) |

**Required Professional Development Skills Courses (5 hours)**

| | | |
|---|---|---|
| CHEM | 539 | Teaching in Chemistry (1) |
| CHEM | 548 | Writing in Chemistry (2) |
| CHEM | 594 | Graduate Seminar (1) (can be repeated for credit) |

Candidates are expected to attend all departmental seminars in addition to enrolling in the seminar course.

**Thesis Requirement (6 hours)**

| | | |
|---|---|---|
| CHEM | 599 | Master's Thesis (6) |

Prospectus should be orally presented to all chemistry graduate faculty and be approved by the candidate's thesis committee, chemistry graduate coordinator, and the graduate dean at the end of the first semester of thesis registration. Minimum of six (6) hours thesis credit culminating in a thesis written in accordance with Graduate School Thesis Guidelines and of sufficient intellectual content and effort to be accepted by the candidate's graduate adviser, graduate faculty, chemistry graduate coordinator, and graduate dean. Specific policies, guidelines and timetables are available at **enmu.edu/ThesisResources.**

## Oral Final Comprehensive Examination

To assess knowledge of chemistry and related emphasis areas as appropriate. This is conducted by the chemistry graduate faculty upon the conclusion of studies, as part of the thesis defense.

## Master of Science in Chemistry Non-Thesis Option (36 hours)

Candidate must complete 16 hours of Chemistry Core Requirements, 12 hours of electives, five (5) hours of professional development skills, a maximum of three (3) hours of research culminating in a comprehensive and scientifically sound written report, and comprehensive exams. Any course substitution must be approved by all chemistry graduate faculty.

**Chemistry Core Requirements (16 hours)**

| | | |
|---|---|---|
| CHEM | 508/L | Biochemistry/Biochemistry Laboratory (4) |
| CHEM | 510/L | Analytical Chemistry/Analytical Chemistry Laboratory (4) |
| CHEM | 523 | Mathematical Methods of Quantum Mechanics (1) |
| CHEM | 524 | Quantum Mechanics and Quantum Chemistry (3) |
| CHEM | 546/L | Medicinal Chemistry/Medicinal Chemistry Laboratory (4) |

**Required Elective Courses (12 hours)**

Candidate must complete 12 hours of selected electives with concurrence of the candidate's chemistry graduate faculty, and at least six out of 12 hours must be from chemistry; these courses may not include hours in CHEM 594 or 579. A maximum of six (6) hours outside of chemistry is allowed with permission from the chemistry graduate faculty, including the following:

| | | |
|---|---|---|
| BIOL | 509/L | Microbial Physiology/Microbial Physiology Laboratory (4) |
| BIOL | 510/L | Plant Systematics/Plant Systematics Laboratory (4) |
| BIOL | 522/L | Medical Microbiology/ Medical Microbiology Laboratory (4) |
| BIOL | 524/L | Advanced Human Physiology/ Advanced Human Physiology Laboratory (4) |
| BIOL | 525/L | Molecular Biology/Molecular Biology Laboratory (4) |
| BIOL | 528 | Biotechnology (3) |
| GEOL | 554 | Geochemistry (3) |
| STAT | 500 | Statistical Analysis I (3) |
| STAT | 513 | Statistical Analysis II (3) |

**Required Professional Development Skills Courses (5 hours)**

| | | |
|---|---|---|
| CHEM | 539 | Teaching in Chemistry (1) |
| CHEM | 548 | Writing in Chemistry (2) |
| CHEM | 594 | Graduate Seminar (1) (can be repeated for credit) |

Candidates are expected to attend all departmental seminars in addition to enrolling in the seminar course.

**Required Research (3 hours)**

| | | |
|---|---|---|
| CHEM | 579 | Scientific Investigations (3) |

Maximum of three (3) hours credit culminating in a comprehensive and scientifically sound written report.

### Final Comprehensive Examination

#### WRITTEN FINAL COMPREHENSIVE EXAMINATION

To assess knowledge of chemistry and related emphasis areas as appropriate during the final semester of enrollment (not including any summer semester of enrollment).

#### ORAL FINAL COMPREHENSIVE EXAMINATION

To assess knowledge of chemistry and related emphasis areas as appropriate. This is conducted by the chemistry graduate faculty upon the conclusion of studies – subsequent to the written examination.

### Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

## COMMUNICATIVE DISORDERS

**Graduate Faculty**

Adrienne McElroy Bratcher
Moumita Choudhury
Maria Crisostomo
Rebecca Dewbre
Seana Evelyn
Gabriel Hershberger
Jennifer Jayme
Rachel Lingnau
Marquita Pogue
Priyanka Shailat
Erin Sherman-Standefer
Suzanne Swift
Varun Uthappa Allaranda Ganapathy
Linda Weems
Joan Wilson
Nicole Whitehouse
Theresa Worthington

**DEGREE: MASTER OF SCIENCE**
**MAJOR: COMMUNICATIVE DISORDERS**

**EMPHASIS: SPEECH-LANGUAGE PATHOLOGY**

The Master of Science degree with a major in communicative disorders (CDIS) provides advanced training in the assessment and treatment of speech, language, and swallowing disorders. Our program of study is designed to prepare students to meet the academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) granted by ASHA.

Certified speech-language pathologists work with a wide variety of different-aged clients to address a broad spectrum of communication difficulties. This includes clients with language, articulation, fluency, voice, swallowing, and hearing disorders ranging in age from infants to the elderly. Speech-language pathologists work in a variety of settings such as schools, private clinics, hospitals, rehabilitation centers, state-agencies, and private practices. A master's degree is required for employment and licensure as a speech-language pathologist in most school, medical, or private settings.

### Accreditation

ENMU's Master's program in speech-language pathology {residential, distance education} is accredited by the American Speech-Language-Hearing Association (ASHA). Current Accreditation information can be found at **enmu.edu/Accreditation.**

## Synchronous and Asynchronous Course Lectures

Most ENMU MS CDIS courses require synchronous attendance at least 50% of the time. Mandatory class meeting times will be listed in the syllabus, and most are scheduled between 8-5 on M-F. Synchronous classes often require student participation, and a grade may be taken on work completed in class.

## Distance Education Option

Our distance education program includes several attendance options, each with distinct criteria for selection. These are listed in matriculation plans below.

The first practicum for ENMU students is CDIS 501. 501 is typically completed in the second full-time semester, but this can vary depending on individual prerequisite deficiencies, full or part-time matriculation status, and conditions specified in each admission letter. Students are expected to complete their 501 requirements in the semester immediately following completion of 501 pre-requisites unless they are applying for a summer 501 placement. A one-semester deferral is allowed with enrollment in CDIS 509.

## Matriculation Plans

### TIME ON CAMPUS PLANS

1. **Plan 17: 17 weeks on campus for Fall or Spring:** Any student accepted for on-campus matriculation may fulfill their on-campus requirement by completing 501 for 17 weeks in a fall or spring semester in Portales. Students should take 528 and 528 Lab A concurrently during their on-campus semester.
2. **Plan 11: 11 weeks on campus for Summer:** We have 6-10 spaces for our 10-week summer 501 rotation, but these placements cannot be guaranteed with admission as participating students are not selected by the program. Summer 501 students are selected by the supervisors at the cooperating Portales practicum after a competitive application/interview process. Applications open each January 15 and close on Feb 1. Criteria for selection include (but are not limited to) undergraduate and graduate coursework completed, undergraduate and graduate GPA, responses to case study questions, writing proficiency, prior client/student experiences, and personal interview performance. Selections are announced March 1. Students in this plan should complete 528 in the spring or summer semester and 528 Lab B via a 1-week intensive offering. Students who are not selected for summer practicum are required to be on campus for a 17-week 501 rotation in Fall of that same year.
3. **Plan 1: 1 week on campus for 528 Lab:** This plan does not require completing 501 on campus but does require that students come to the Portales campus for 1 week to complete 528 Lab B, an intensive 30-hour course taught across 1 week. Students who wish to take all practicums off campus and only attend on-campus for the 528 Lab must submit additional application materials (detailed in the application section below). Students who are not selected for this option may be admitted to the program under the on-campus fall-spring or summer options.

### ONLINE ONLY PLAN

**Plan 0: No time on campus:** Students who wish to matriculate without coming to the Portales campus will need to submit additional materials as detailed in the application section below. Students in this plan will not receive hands-on training in nasoendoscopy, stroboscopy, AAC, feeding/swallowing, or any other practical skill that must be taught using in-person clients, supervision, and equipment available only on-campus. You will learn about these skills via virtual experiences, but students should be advised that some practicum placements may prefer students with a stronger applied skill set than virtual experiences can currently provide. Plan 0 students should take 528 and 528 Lab C concurrently across 8 weeks in the summer semester. Students who are not selected for this option may be admitted to the program under the on-campus fall-spring-summer or 1-week options.

## Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog “Accelerated Undergraduate/Graduate Degree Programs” in this catalog.

Application for Admission

ENMU CDIS uses rolling admissions to consider applications as they arrive. We review applications monthly and fill available admission seats with qualified applicants as they arrive. When all available spots are filled for the upcoming semester, we admit qualified applicants for the next available semester. Students may begin the ENMU CDIS MS program in January, June, or August. Five semester completion is only possible when students begin in fall with all pre-requisites complete. ENMU CDIS cannot accept international students on student visas, and we cannot arrange practicums or internships outside of the United States.

## How to apply

1. Apply to ENMU's graduate school at: **https://www.enmu.edu/academics/colleges-departments/graduate-school/admission-procedures.**
2. Apply to the ENMU CDIS program using the Communication Sciences and Disorders Centralized Application Service (CSDCAS). CSDCAS can be found at: **https://csdcas.liaisoncas.org/.** Students must:
   a. Submit official transcripts from all universities attended to CSDCAS. International candidates or those with foreign transcripts must submit official results of a professional independent transcript evaluation service. Additional information for international graduate students is available on our Graduate School website. Send all official transcripts to CSDCAS.

      **CSDCAS Verification Department**
      P.O. Box 9113
      Watertown, MA 02471

   b. Clock hours are not required for admission, but students who do not submit them will need to take additional coursework to earn them. Submit clinical observation and/or practicum clock hour logs with your CSDCAS application. Hours must be signed by a CCC-SLP supervisor, must have been earned as part of university coursework, and must be submitted on official university forms. Fieldwork hours accrued as part of an SLPA endeavor should NOT be submitted.
   **c. Additional requirements required when applying for the mostly or wholly online options:** Students wishing to complete all practicums off-campus (Plan 1 or Plan 0) and only come to campus 528 Lab (1 week) or to complete the 528 Lab completely online must apply for these options during admission by indicating in CSDCAS that they would like to be considered for these plans. Interested applicants must submit the following additional materials:
      - Documents showing completion of 25 guided observation hours as part of a university approved course. This is required for admission to Plan 1 or Plan 0. If students are completing those hours at time of application, they must upload verification of enrollment in an observation course or submit a letter from their instructor or university verifying enrollment. Students who accrued fieldwork hours as part of a university training program should submit those here.
      - Students with occupational SLPA field experience, certified teaching experience, direct patient/client experience, or licensed counseling experience should submit a description of those experiences. This cannot exceed two pages. Students who do not have this experience are still eligible for consideration, but students who do have this experience should submit this information.

Though the GRE is not required for admission, students submitting GRE writing scores of 4.5 or above are preferred. The number of pre-requisites completed when applying will influence the selection process. Undergraduate GPAs will be used in rankings and students with relevant coursework (beyond ENMU's pre-requisites) or related career experience may be ranked higher than other students.

Students who were dismissed from other graduate programs are not eligible for Plan 1 or Plan 0 and must come to campus using Plan 17 or Plan 11. Accepted Plan 1 and Plan 0 students must earn a "B" or better in all pre-practicum courses on their first attempt. Students who fail to do so will be required to come to campus for practicum under Plan 11 or Plan 17 if they wish to remain in the ENMU program.

Students who have not completed a professional writing in communicative disorders pre-requisite course must complete CDIS 478 as a pre-requisite. A GRE writing score of > 4.0 may be used to fulfill this requirement. If a student opts to take the GRE to meet their professional writing requirements, they may send their official scores (sent directly from ETS) to CSDCAS. The GRE code for Eastern New Mexico University CSDCAS is 4503. Scores must be less than 5 years old.

Students who believe they have met a pre-requisite but were not given credit for that pre-requisite by the ENMU Graduate Program when admitted may CLEP for credit or challenge a course (with instructor permission). Information about those options can be found at **https://www.enmu.edu/academics/academic-resources-services/registrar/credit-by-examination.**

CSDCAS applications open each year on July 15 and close the following year on July 1. Applications will re-open for the next application cycle on July 15. Students must indicate which semesters and matriculation plans they are applying for on their application in CSDCAS. If the requested term(s) has passed, the student application will be removed from eligibility, and the student must reapply for future semesters. If the requested term has no seats available, the student will be admitted into a different program, waitlisted, or added to a different term.

Student applications will result in one of the following actions:

1. Early admission. Students must have earned a "B" or better in 15 hours of pre-requisite coursework to be eligible for early admission.
2. Admitted for next available fall, spring, or summer.
3. Waitlisted (if the student is interested in a specific program or semester only).
4. Rejected.

Students who are interested in applying for the 501 off campus option (Plan 1 and Plan 0) should wait until they are enrolled in their final semester of pre-requisites to apply. ENMU CDIS will consider one-semester admission deferrals with extenuating circumstances. Deferrals cannot exceed one regular semester. Students are not eligible for admission deferrals if they have already taken CDIS graduate classes at ENMU as a degree-seeking student. Students on deferral must enroll at the appointed time or lose their position in the CDIS Graduate Program.

The ENMU CDIS program will rescind admission for students who do not meet entrance requirements as specified in their admission letter (including completion of pre-requisite courses with a "B" or better as listed in admission documents), as well as for any student who is found in violation of academic integrity policies prior to beginning the graduate program. The program may also rescind admission or dismiss enrolled students who withhold pertinent information about a prior dismissal, disciplinary infraction, or who submit fraudulent or misleading information during the application process. Students who are admitted to a 501 off-campus practicum option (Plan 1 and Plan 0) may be moved to the 501 on-campus practicum option if they are dismissed from practicum or if they do not earn a "B" or better in all pre-practicum courses on their first attempt.

Prior to application, students should review the ENMU CDIS program's Professional Functions for Speech-Language Pathologists and our Program Policy on Students and Professionals Who Speak English with Accents and Nonstandard Dialects. Background checks with fingerprinting are required for all practicum placements, as are vaccinations and health care screenings. Students without current vaccinations, students with misdemeanor or felony records, students with a significant history of substance abuse challenges, and students who do not pass required checks and screenings may not be accepted at many practicum sites and may have difficulty completing the program. Please note that most practicum placements require student vaccination (including COVID-19) and have a zero-tolerance policy for cannabis and all controlled substances. Students are further advised that CDIS graduate programs are inherently stressful and may not be well-suited for some students. Changes deemed reasonable in academic classrooms may not be approved by all practicum placements. Affiliate sites accept students on a strictly volunteer basis. Accommodations that are legally provided to an employee or student may not be available at all clinical placements and practicum sites have the right to refuse assignment or terminate any clinical placement at any time for any student without cause. Students should additionally be advised that, due to infection control policies, animals may be altogether prohibited or restricted to certain areas at clinical sites. Health and liability insurance policies are required for practicum.

Students may be admitted to the ENMU CDIS program under two classifications:

1. **Regular Status:** This requires an undergraduate degree in Communicative Disorders, or an undergraduate degree in another field and completion of all prerequisites listed below. Candidates must have a cumulative GPA of at least 3.0 and a CDIS pre-requisite GPA of at least 3.0 to be admitted with regular status. Students who are currently enrolled in their final prerequisite courses at the time of their admission will be admitted under provisional status pending completion of their in-progress courses with a "B" or better (and completion of their bachelor's degree if applicable). Such students will be changed to regular status during their first semester of graduate coursework.
2. **Provisional Status:** Students having a degree with a cumulative GPA of less than 3.0 but a CDIS GPA of 3.0 or above may be considered for provisional admission. Students who have not completed all necessary leveling courses or other requirements as determined by the graduate program may also be admitted as provisional. If accepted, full-time students must complete all prerequisites as specified in their admission letter with a "B" or better and earn a minimum graduate GPA of 3.0 with no grade less than a "B" during their first semester of full-time graduate matriculation. Part-time students must earn a minimum graduate GPA of 3.0 with no grade less than a "B" during their first two semesters of graduate matriculation. Early admission students will be admitted provisionally but will be re-evaluated for provisional or regular status during their first term of full-time graduate matriculation. Specific leveling course deficiencies and mechanisms for addressing these deficiencies will be determined in consultation with the graduate coordinator upon admission and during matriculation. Once provisional admittees have successfully completed all requirements for admission as specified by the program at the time of provisional admission, they will be notified of their change in status. Students should be advised that additional courses to address identified deficiencies may be required by the student's graduate coordinator and/or clinical supervisory committees for remediation plan purposes at any point during their matriculation.

The following courses (or their equivalents) are required for admission into the ENMU CDIS graduate program. Courses older than 5 years old must be repeated. Students must have completed each course with a grade of "B" or better prior to being considered for regular admission, and prior to enrollment in specified graduate courses. An applicant's CDIS prerequisite GPA will be computed using the course-numbered list below. Please be advised that all course grades from each time a course is taken will be included in this calculation.

| | | |
|---|---|---|
| CDIS | 300 | Speech-Language-Hearing Anatomy and Physiology (3) |
| CDIS | 301 | Survey of Communicative Disorders (3) |
| CDIS | 303 | Language Science (3) (if no evidence of language science in other courses) |
| CDIS | 310 | Phonetics/Phonology (3) |
| CDIS | 311 | Articulation/Phonology (3) |
| CDIS | 330 | Communication Development and Language Science (3) |
| CDIS | 332 | Language Science and Disorders (3) |
| CDIS | 342 | Basic Audiology (3) |
| CDIS | 400 | Speech and Hearing Science (3) |
| CDIS | 421 | Neuroscience of Communication (3) |
| CDIS | 434 | Aural Rehabilitation (3) |
| CDIS | 441 | Speech-Language Preclinical (2) |
| CDIS | 441L | Preclinical Observation Laboratory (1) |
| CDIS | 454 | Speech and Language Assessment (3) |
| CDIS | 478 | Professional Writing in Communication Disorders (3) (a GRE writing score of > 4.0 may be used to fulfill this requirement.) |

Current ASHA SLP certification requirements specify:

- Statistics (pre-requisite for CDIS 561)
- One physical science (must be physics or chemistry)
- One life science (must be general biology, human biology, or anatomy and physiology; we do not accept anthropology courses for this requirement)
- One social science (must be a general sociology or general/developmental psychology; we do not accept anthropology courses for this requirement)

Students are advised that, though not required for admission to the ENMU CDIS graduate program, ASHA's basic science courses are required to graduate with the MS degree in CDIS from ENMU and by ASHA prior to the award of the CCC-SLP. ASHA SLP certification courses must be completed with a grade of "C" or better.

Students who have completed all CDIS prerequisites with ENMU (listed above) AND who have a calculated GPA of 3.0 or greater in these courses will be given special consideration in our graduate admission process.

Students who apply with undergraduate deficiencies should ideally complete any remaining courses required prior to beginning the program. ENMU does admit students with outstanding prerequisites, but students are advised that this will delay matriculation and limit clinical availability until the pre-reqs have been completed. Our program offers leveling prerequisites online in fall, spring, and summer semesters; students should check rotations at **https://my.enmu.edu/web/cdis/course-rotations-and-suggested-course-of-study** if interested in taking these courses from ENMU. Graduate students may enroll in no more than 12 total credits per semester without special authorization from the ENMU CDIS program director and the graduate dean.

Students who have recently completed their undergraduate degree in CDIS from ENMU, or who recently completed a second Bachelor's in CDIS or all CDIS leveling courses at ENMU and who have followed their adviser's direction, will have met all prerequisite course requirements for admission into our graduate program. Students who matriculate at other institutions may or may not meet ENMU prerequisite criteria, and this will be determined upon application to the program. We do not evaluate transcripts for students who have not yet applied to the program, nor do we answer questions about equivalency determinations prior to receiving official transcripts as part of the application process. Also, please note that we do not advise any graduate student regarding employment as an ASL or SLPA, and we cannot approve course equivalencies for other programs. If a student chooses to work during their graduate program, it is the student's responsibility to consult with their respective state agency to determine what their employment and licensing requirements are. ENMU graduate advisors do not offer advising regarding licensure requirements for ASLs or SLPAs in any state, nor do we sign licensure forms for students who are not enrolled in required courses at ENMU.

## Competitive Criteria for Acceptance

Due to enrollment limitations, the number of openings for admission into the program may vary from semester to semester. Whenever possible, the evaluation of CDIS applicants is completed using a "blind" review process. Identifying information is removed from the applicant's materials prior to faculty review and random numbers are assigned to applicants. A student who is not accepted may take a maximum of nine (9) hours of CDIS graduate credit at ENMU. Interested students will need to re-apply to the graduate school as a non-degree seeking student.

## Mandatory Background Check

Our program requires admitted students to pass a background check prior to beginning the clinical portion of the program. Background screenings may include checking state and federal criminal records and sex offender registries. If a student's background screening shows that they have any kind of criminal record or are listed as a sex offender, clinical placements may be impossible to secure. Background checks are conducted after students begin the program but before they begin their first practicum. The state of NM may deny licensure for individuals who have been found guilty of committing acts which are contrary to public health and safety.

## Requirements for the Master of Science Degree with a Major in Communicative Disorders

All ENMU CDIS graduate students are governed by the policies set forth in both the Graduate Catalog and the CDIS Graduate Student Handbook.

The ENMU CDIS program requires 50 credits of coursework. All students must successfully complete all Knowledge and Skills outcomes (KASA) prior to being approved for graduation. These include grand rounds, the graduate student portfolio, PRAXIS scores, assessment activities, research project requirements, and at least 400 clinical clock hours across the life span, disabilities, and scope of practice. Information regarding ENMU KASA requirements is available in the CDIS Graduate Student Handbook found on our CDIS Portal at **https://my.enmu.edu/group/cdis/home.**

Matriculation typically requires two to three years of full-time enrollment including summers to complete the degree requirements. **The exact length of each student's program is flexible, and depends on their admission semester, prerequisite completion, full- or part-time status, clinical competencies, practicum availability, and clinical clock hour accruals.** Our published completion timelines are below.

- Students who attend full-time **with** an undergraduate CDIS degree who have **completed all pre-requisites** before admission should complete within **8 semesters.**
- Students who attend full-time **without** an undergraduate CDIS degree or who have **not completed all pre-requisites** before admission should complete within **11 semesters.**
- Students who attend part-time **with** an undergraduate CDIS degree who have **completed all pre-requisites** before admission should complete within **12 semesters.**
- Students who attend part-time **without** an undergraduate CDIS degree or who have **not completed all pre-requisites** before admission should complete within **15 semesters.**

Full-time students typically complete their matriculation in one of the following rotations:

| **Spring Start** | **Fall Start** | **Fall Start** |
|---|---|---|
| Year 1: SP-SU-FA | Year 1: FA-SP-SU | Year 1: FA-SP-SU |
| Year 2: SP-SU-FA | Year 2: FA-SP | Year 2: FA-SP-SU |

In many cases, full-time students are able to complete their program in five to six semesters; however, additional semesters are required when students have not completed all prerequisites before beginning the program, when practicum start dates are delayed, when students need remediations, or when students do not follow the full-time schedule as outlined (i.e., when they take fewer than the maximum hours prescribed per semester). Both full-time and part-time options are available for matriculation, but all degree requirements must be completed within six (6) years from the first semester of enrollment (even if the student's initial courses were taken as a non-degree seeking student).

All expenses related to matriculating off campus and completing practicums are the sole responsibility of the student. These expenses may include but are not limited to proctoring, background checks, commuting/relocating for practicum, etc. Students must forward contact information for possible placements to designated program personnel when requesting practicums. The ENMU CDIS program does not assist with travel or relocation arrangements for students. Placements cannot be approved unless suitable housing is secured by the student.

All students accepted into the ENMU CDIS program must be continuously enrolled in at least five (5) credits each fall and spring semester unless all required courses for that semester have already been completed. Students who are unable to matriculate continuously due to extenuating circumstances are referred to the Leave of Absence policy found elsewhere in this catalog.

All students must complete the academic and clinical standards for ASHA's CCC-SLP before the master's degree will be conferred. A listing of certification requirements may be obtained through the CDIS program office and at **www.asha.org.**

## Dismissal from the Program

All students are required to abide by the rules and regulations of the program as specified in the Graduate Catalog and the CDIS Graduate Student Handbook. Failure to do so may result in delay of graduation or possible expulsion from the program.

The ENMU CDIS program will rescind admission or dismiss students who do not meet entrance requirements as specified in their admission letter, as well as for any student who withholds pertinent information about a prior dismissal, disciplinary infraction, or who was found to submit fraudulent or misleading information during the application process.

Students will be dismissed from the CDIS program if no coursework or practicum is successfully completed during a regular semester unless alternate arrangements have been approved by the program. Students will be dismissed if they fail to enroll in practicums on or off campus as directed by the Graduate Coordinator.

Any student who fails or is dismissed from two consecutive practicums or two same-level practicums will be suspended from the program with no chance of readmission. Students may repeat an academic course as degree seeking students twice. Failing the same course three times will result in academic suspension from the program.

## Limitations on Graduate Coursework

Students not formally accepted into the graduate CDIS program (e.g., non-degree graduates, seniors) may take a maximum of nine (9) hours of CDIS graduate credit at ENMU. Seniors must get written permission from the graduate dean before enrolling in graduate coursework. Students may not transfer graduate credits for academic coursework to meet degree plan requirements. Clinical coursework (501, 502, 503/505, 589, and associated labs) may be transferred under specific circumstances (i.e., cooperative educational efforts between two accredited universities). Limitations on clinical coursework and clinical clock hour transfers are specified in the ENMU CDIS Graduate Student Handbook.

**Course requirements:**

| | | |
|---|---|---|
| CDIS | 501 | Practicum 1: Clinic (1-3) |
| CDIS | 501L | Practicum 1 Lab (1) |
| CDIS | 502 | Practicum 2: K-12 School (1-3) |
| CDIS | 502L | Practicum 2 Lab (1) |
| CDIS | 503 | Practicum 3: Community (1-3) |
| | | **OR** |
| CDIS | 505 | Practicum 4: Medical A (1-3) |
| CDIS | 503L | Practicum 3 Lab (1) |
| | | **OR** |
| CDIS | 505 | Practicum 4 Lab (1) |
| CDIS | 504 | Fundamentals of Clinical Practice (2) |
| CDIS | 514 | Reflective Practice 1: Seminar/Lab (1) |
| CDIS | 584 | Reflective Practice 2: Seminar/Lab (1) |
| CDIS | 510 | Graduate Seminar 1 (1) |
| CDIS | 511 | Articulation Speech Sounds and Phonology (2) |
| CDIS | 511L | Articulation Speech Sounds and Phonology Lab (1) |
| CDIS | 513 | Voice and Resonance (2) |
| CDIS | 515 | Language Sample Analysis (2) |
| CDIS | 516 | Language Assessment (2) |
| CDIS | 517 | Language Intervention (2) |
| CDIS | 525 | Fluency (2) |
| CDIS | 526 | Neurogenic Speech (2) |
| CDIS | 528 | Dysphagia/Oral-Motor (3) |
| CDIS | 528L | Dysphagia/Oral-Motor Lab (1) |
| CDIS | 529 | Neurogenic Language (3) |
| CDIS | 531 | Hearing (1) |
| CDIS | 542 | Telepractice (1) |
| CDIS | 551 | Neurodiversity and Augmentative-Alternative Communication (3) |
| CDIS | 554 | Current Trends and Professional Issues Seminar/Lab (1) |
| CDIS | 561 | Methods in Clinical Research and EBP (2) |
| CDIS | 564 | Analysis and Presentation in Clinical Research and EBP (1) |
| CDIS | 589 | Internship in Speech-Language Pathology: Medical B (1-8) |
| CDIS | 590 | Graduate Seminar 2 (2) |
| Total Credits Hours | 58 | |

## CDIS 528 Lab has 3 options:

Students cannot take 528 Lab unless they are concurrently enrolled or have passed CDIS 528. Students cannot take a 528 intensive lab until they have passed 528.

- Any student can take 528L-A if they are concurrently enrolled in or have passed 528. 528L-A is only available on campus for 16 weeks; 110 minutes per week, in the fall and the spring. **Plan 17** students should take 528L-A.
- Any student who has passed 528 can enroll in 528L-B. Since 528L-B is an on-campus intensive Lab offered across a single week, 30 hours, this course is only recommended for students who have completed 528 in the immediately preceding spring or summer semester (**Plan 1 or Plan 11**).
- 528L-C is only available to students who were selected as "online only" **Plan 0** students. 528L-C is only offered for 8 weeks, 220 minutes per week, in the summer semester.

According to Graduate School and CDIS program policy, students must earn a "B" or better in all core courses. All CDIS degree plan (required) courses are core courses.

## Practicum Placements

All **Plan 17** and **Plan 11** students must enroll in practicum on campus as directed in their admission letters and specified in their advising emails unless deferral has been approved by the Graduate Coordinator. **Plan 1** and **Plan 0** will also enroll as directed by the graduate coordinator, but these students will take all practicums off-campus. Deferrals may not exceed one semester without extenuating circumstances.

During their on-campus semester, 501 students are expected to be available on campus five days per week. Additional semesters on campus may be required if all 501 outcomes and mandatory evaluation experiences and competencies have not been met/completed by the end of the enrolled semester.

Students must be enrolled in and complete a practicum course at least once per year. Students may defer a "live" practicum for a single semester if enrolled in 509 Virtual Patient Supervision. Students may not advance to the next level of practicum until sufficient requirements for the prior level of practicum are met. Failure to enroll as directed above may result in permanent dismissal from the program.

Students may complete off-campus practicum only with the approval of the Graduate Coordinator each semester. This permission may be revoked with an unfavorable off-campus student practicum rating, especially if administrative and professional behavior violations have occurred. On rare occasions, students may be called to campus to complete remediations or if needed to ensure KASA outcome completion. Students may not complete any clinical activity outside of practicum enrollment, and only students accepted into the CDIS graduate program may be enrolled in practicum.

CDIS 589 is the final practicum course for ENMU CDIS graduate students. Internships must be full-time and at least eight (8) weeks in duration unless otherwise approved by the Graduate Coordinator. Students should follow the supervisor's schedule in 589. Modifications are not allowed.

502, 503, 505 practicum requirements
Each credit of practicum = 15 days on site

589 internship requirements
Each credit of practicum = 2 weeks on site

All students in practicum must follow the terms as specified in their Practicum Packet, their KASA outcomes, and their Graduate Student Handbook. Students must earn a grade of "B" or better to count clock hours obtained for ASHA requirements.

**Practicum course requirements include the following:**

- CDIS 501: Practicum 1: Clinic (ENMU SHROC or other ENMU site)
- CDIS 502: Practicum 2: K-12 School
- CDIS 503 **OR** CDIS 505
  - CDIS 503: Practicum 3: Community (Birth to 3, preschool, private practice/ outpatient, specialty clinic). Private practice may not be repeated if completed in 501.
  - CDIS 505: Practicum 4: Medical A (SNF, home health, or outpatient medically based practicums)
- CDIS 589: Internship: Medical B (Outpatient/ inpatient hospital/clinic, rehabilitation center, acute care setting, or specialized medical clinic or center).

Students wishing to complete inpatient hospital settings, acute care, and other more advanced medical placements should complete 505 rather than 503 during their 4th rotation.

Practicums can be taken in the following order:

- 501-502-503-589
- 501-502-505-589
- 501-503-502-589

Practicum prerequisites and additional information about practicum placements are explained in the CDIS Graduate Student Handbook. Students may not obtain clock hours for a category in which they have not taken appropriate coursework.

## ENGLISH

**Graduate Faculty**
Megan Arlett
Micah Donohue
Benjamin Fuqua
Levi Martin
Henna Messina
Michael Rizza
David Sweeten

## DEGREE: MASTER OF ARTS
## MAJOR: ENGLISH

The Master of Arts degree with a major in English offers students unique opportunities to study literature, culture, and writing. Candidates can prepare for a broad range of career opportunities, including positions in education, journalism, publishing, grant writing, human resources, mass media, law, and public administration. The Master of Arts degree in English also prepares graduates for doctoral programs in English and related disciplines. The program offers students an opportunity to pursue interests in the social and artistic arenas which have historically expressed and shaped culture, and which now function on a global scale. In addition to analytical study of literature, candidates may study creative writing or professional and public writing and prepare theses in these fields as their final projects.

### Admission Requirements

Applicants to the Master of Arts program are expected to have a Bachelor of Arts in English, although well qualified applicants from other disciplines are eligible for admission. All students seeking admission must make formal application to the Graduate School and submit an academic writing sample and statement of purpose to the Department of Languages and Literature. To ensure a smooth application process, applications should be submitted three weeks before the beginning of the intended starting term. Those applying for Graduate Assistantships are strongly encouraged to submit applications early and must also submit three current letters of recommendation, preferably from faculty members familiar with the applicant's academic work.

Once students are admitted to the Graduate School and their applications for the M.A. program in English are submitted to the Department of Languages and Literature, the graduate coordinator for English will evaluate the applicants' undergraduate records to determine their admission status, their need for leveling course work and their foreign language proficiency. Graduates with B.A or B.S. degrees from other disciplines who have had few English courses, other than freshman English, will be required to take ENGL 503.

**Foreign language proficiency is required of M.A. students in English.** Reading knowledge of a modern language can be demonstrated in one of four ways:

- A student who has successfully completed two years of college-level modern language courses (receiving no grade lower than "C") will be considered to have reading proficiency. (Any grade lower than "C" earned in any of the undergraduate modern language courses will need to be made up or compensated for by passing a reading proficiency test in that language.)
- For students who have not already studied a modern language, this requirement may be met by taking four semesters of French or Spanish course work concurrently with their graduate course work.
- Students may also fulfill the requirement by passing (with a grade of "B") a test devised by members of the modern language faculty.
- As a fourth alternative, students may offer the scores they have earned on an approved national, standardized foreign language examination.

Second Language Learners in English can demonstrate fluency in their native language by passing a standardized national exam or by passing, with a grade of "B" or better, a translation project read by a qualified reader, arranged for by the student.

After being admitted to the program, but before enrolling in any courses, students should have an interview with the graduate coordinator to develop a degree plan and to become familiar with the expectations of the graduate English faculty. A student admitted to the Graduate School with non-degree status may enroll in graduate English courses; however, no more than six graduate credits earned while the student held non-degree status may be applied toward the requirements for the degree once he or she has gained regular admission.

A transfer graduate student may apply no more than nine (9) graduate hours of English courses toward the M.A. degree, provided these courses are approved by the student's graduate committee, the graduate coordinator, and the graduate dean.

## Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

## Qualifying Exams, Oral Defense, and Thesis Requirements

For the thesis option, Master of Arts students in English the student must complete a minimum of 27 credit hours of course work and six (6) thesis credit hours (ENGL 599), and complete and defend a thesis.

For the non-thesis option, the portfolio option within the Professional and Public Writing option, the student must complete 33 credit hours of coursework and three (3) credits of non-thesis (portfolio) hours (ENGL 598). The coursework for the portfolio option must include ENGL 506, 507, and 508.

Before beginning work on the thesis or portfolio, students must pass a written qualifying exam based on a reading list set by the graduate faculty. There are two options for qualifying exams: Students who enroll in and pass ENGL 503 may take one of the following exams as a specialized focus: British or American literature. Students who do not enroll in ENGL 503 must take both the British and American exams.

This exam will be given at the start of the spring and fall semesters. Qualifying exams are publicly announced five (5) University workdays in advance. This notice is posted in the buildings that house the program and the Graduate School. The Graduate School is notified before a student takes qualifying exams to ensure qualification of the student for the exams. A report concerning the outcome of qualifying exams, signed by the chair of the examining committee and the graduate coordinator, is sent to the graduate dean and to the student no later than 15 days after the exam date. Students who fail the qualifying examination are eligible to retake it one time only. This retake must be done the following semester, but may not be done before then, or before remediation of any deficiencies identified by the graduate advisory committee.

After completing the exam, and after receiving approval for a thesis prospectus from the student's committee, the graduate coordinator and the graduate dean, students may begin work on the thesis. This project must follow department guidelines and is completed in consultation with the thesis director and other committee members. For the portfolio option, students require approval from the graduate coordinate and the instructor to enroll in ENGL 598.

**Candidates must defend the thesis in a two-hour oral exam covering the thesis topic and the core area related to the thesis.** The portfolio option requires a presentation. Students who fail the oral examination are eligible to retake the examination one time only. This retake may occur only within the student's six-year limit. The second exam may not be taken before the following semester or before remediation of any deficiencies identified by the graduate advisory committee. Candidates who fail the exam the second time are no longer eligible to participate in graduate study in the program as degree-seeking students.

### Core Areas of Study

All candidates for the Master of Arts in English must take the following core courses:

| | | |
|---|---|---|
| ENGL | 500 | Literary Theory (3) |
| ENGL | 502 | Bibliography and Methods (3) |
| ENGL | 504 | Writing for Publication (3) |
| ENGL | 511 | Inclusion and Resistance: Americas (3) |
| ENGL | 512 | Inclusion and Resistance: Europe (3) |

The English graduate program offers students the option to shape their studies toward their own interests in the thesis process. Students take a thesis approach towards their interest in either literary analysis, creative writing, or professional and public writing. As studies in writing often take on interdisciplinary components, students may take, as electives, up to six (6) hours of graduate courses in other departments such as Anthropology or Communication.

The English graduate program also offers students two other emphases to focus their studies: Creative Writing and Professional and Public Writing. In addition to the five required core courses, students are required to take specific courses and orient their thesis in the emphasis field.

Creative Writing students must take ENGL 513 and ENGL 514 and produce a creative thesis that demonstrates their ability to produce publishable work as well as the research skills necessary to analyze craft choices and identify how that work is situated in the current literary marketplace.

Students in the Professional and Public Writing option must take ENGL 506, and 508. They have the option to produce a thesis centered on rhetorical theory and/or writing pedagogy; or to produce a portfolio that demonstrates their ability to create professional writing and/or develop effective pedagogical materials, depending on their area of interest, as well as a critical introduction in support of their portfolio.

For the purposes of official transcripts, the focus in creative writing or professional and public writing is not indicated as a special course of study in a candidate's university transcripts.

All English graduate students' formal degree plans must include a minimum grade of "B" on the five core courses. Furthermore, the degree plan must show no more than one three-hour course with a grade of "C." All M.A. candidates holding teaching assistantships must take ENG 501, Pedagogy of College Writing.

### Requirements for the Master of Arts in English

**Required Core Courses (15 credits)**

| | | |
|---|---|---|
| ENGL | 500 | Literary Theory (3) |
| ENGL | 502 | Bibliography and Methods (3) |
| ENGL | 504 | Writing for Publication (3) |
| ENGL | 511 | Inclusion and Resistance: Americas (3) |
| ENGL | 512 | Inclusion and Resistance: Europe (3) |

**Elective Courses (12 credits)**

| | | |
|---|---|---|
| ENGL | 501 | Pedagogy of College Writing (3) |
| ENG | 503 | Graduate Survey of British, American, and Global Literature in English (3) |
| ENGL | 506 | Visual Rhetoric and Design (3) |
| ENGL | 508 | Grant Writing (3) |
| ENGL | 513 | Fiction Writing (3) |
| ENGL | 514 | Poetry and Creative Nonfiction (3) |
| ENGL | 526 | American Authors/Genres/Themes (3) |
| ENGL | 530 | British Authors/Genres/Themes (3) |
| ENGL | 547 | Literary and Cultural Studies (3) |
| ENGL | 569 | Workshop in English (1-3) |
| ENGL | 579 | Individual Research (1-3) |
| ENGL | 589 | Internship (1-3) |
| ENGL | 593 | Topics in English (1-3) |

**Required Thesis Hours (6 credits)**

| | | |
|---|---|---|
| ENGL | 599 | Master's Thesis Credit Hours (1-6) |

**Required Exams, Oral Defense and Thesis:**

- Qualifying Exams (Written)
- Thesis Prospectus
- Thesis
- Thesis Defense (Oral)

## NURSING

**Graduate Faculty** Kristie Buchanan, Director

**DEGREE: MASTER OF SCIENCE IN NURSING**

**EMPHASIS: EDUCATION**

### Mission Statement

The mission of the ENMU MSN program is the preparation of graduate students to meet NLN nurse educator competencies and be ready to provide quality education for professional nurses and nursing students. The ENMU Nursing Graduate Program faculty values the empowerment of all nurses to meet the evolving and diverse health care needs of all people, through an inclusive educational experience, with a strong foundation for life-long learning.

### Program Accreditation

ENMU's Master's program in Nursing is accredited by Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing). Current Accreditation information can be found at **enmu.edu/Accreditation.**

### Philosophy

The M.S.N. program at Eastern New Mexico University is based on the belief that nursing is both an art and science. It is a human profession built on the

foundations of caring and integrity, embracing diversity, inclusion, and nursing excellence. The philosophy of nursing emphasizes the lifelong evolutionary process of the nurse, one which promotes the development of a student's knowledge, skills, and personal and professional values. The faculty is dedicated to cultivating a sense of professional empowerment, a desire for perpetual learning and a passion for health equity and social justice. The MSN curriculum is innovative and contemporary, using 21st century informatics and healthcare technologies that are based on the changing healthcare needs of society and the health care delivery system. The program's philosophy also expresses a dedication to the values inherent in the mission and philosophy of Eastern New Mexico University, of which nursing is an integral part.

Central to the nursing program's philosophy are the professional concepts which form the core of the humanistic, intellectual, and ethical values associated with a master's education. Caring is the central concept of the practice of professional nursing which includes empathy, human connections, and the ability to translate these characteristics into compassionate, sensitive, and appropriate care.

The ENMU M.S.N. Program defines the four domains of nursing (Person, Health, Environment and Nursing) as:

**PERSON –** An individual human being of intrinsic worth, who is part of a family, a community and the world who becomes the focus of nursing whenever a potential or actual health care need exists.

**HEALTH –** Unity of the whole person–body, mind, and spirit; a holistic harmony that includes physical, psychological, social, spiritual and moral realms.

**ENVIRONMENT –** The totality of an environment (physical, geographical and sociocultural), situation, or event with related experiences that give interpretive meanings to guide human expressions and healthcare decisions.

**NURSING –** As an art and a science, nursing practice molds the attitude, intellectual competencies, and technical skills of the nurse, with the desire and ability to help people cope, and meet, their health care needs, whether ill or well. The program considers the unique function of the nurse to be knowledgeable caring: using the scientific approach to improve nursing practice, thereby contributing to the health and wellbeing of people through their lifespan.

The Nursing program faculty members hold themselves accountable for the quality of the educational program. They perform these actions through active teaching/learning strategies, student mentorship, service, evolving scholarship of nursing education policies and practices, and by collaborating with health care professionals and consumers of health care.

Graduate students, through the successful completion of nurse educator specialty role competencies, will become equipped to teach the next generation of nurses to meet the dynamic needs of patient care within an ever-evolving healthcare system.

## Program Outcomes

Upon completion of the program, ENMU M.S.N. Students will:

1. Evaluate contemporary nursing curricula in both academic nursing education and professional staff development programs.
2. Incorporate leadership principles and interprofessional networking, in response to the growing complexity of nursing education practices and the Nurse Educator role at all levels.
3. Assess nursing philosophy and qualitative and quantitative research, through intellectual curiosity and informational literacy, to support evidence-based nursing practice decisions as an educator.
4. Integrate role specific nursing educator professional competencies, appropriate identity formation, ethics, and health equity considerations in policy decisions, plans, and actions to achieve delivery of quality health care.
5. Design and continue to improve contextual nursing program curricula, incorporating contemporary concepts to ensure health equity and inclusivity for a variety of populations and settings.
6. Construct culturally sensitive and evidence-based multimodal teaching strategies, addressing the needs of diverse learners.

## Nurse Educator Competencies (National League for Nursing (NLN), 2022)

Upon satisfactory completion of the MSN program, graduates are eligible to take the NLN Academic Novice Nurse Educator Certification exam (CNE®-n). Obtaining this certification validates that the new graduate has met the nurse educator competencies at a foundational level.

The Nurse Educator core competencies are:

1. Facilitate learning
2. Facilitate learner development and socialization
3. Use assessment and evaluation strategies
4. Participate in curriculum design and evaluation of program outcomes
5. Function as a change agent and leader
6. Pursue continuous quality improvement in the nurse educator role
7. Engage in scholarship
8. Function within the educational environment

## Admissions

Eligible applicants must hold a valid and active U.S. RN license, reside in the U.S or its territories, and have earned a B.S.N. degree within the U.S.

To apply to the M.S.N. program, applicants must:

1. Apply to the Graduate School online at **enmu.edu/graduateapply.**
2. Apply to the MSN program online at **enmu.edu/msnapply.**

The graduate school application requires transcripts from all institutions attended and must indicate completion of a BSN degree. Official transcripts may be sent by email to **Portales.Graduate.School@enmu.edu** or have the transcripts sent to ENMU:

**Graduate School**
ENMU Station 24
1500 S. Avenue K
Portales, NM 88130

Due to enrollment limitations, the number of openings for admission into the program may vary from semester to semester. If openings are available, the nursing faculty will review all qualified applicants based on the competitive criteria listed below for acceptance into the program. These criteria are evaluated (not necessarily listed in order of importance) to determine the student's potential for successfully completing the Master of Science in Nursing degree. Required documentation for the MSN application includes:

1. Undergraduate GPA.
2. Graduate GPA (if any).
3. Professional resumé with three reference contacts (a minimum of two RNs).
4. One-page letter of interest.
5. RN license verification report, issued through state Board of Nursing or NURSYS® showing valid, active U.S. RN license.

An applicant will be 1) accepted into the Nursing Program, 2) not accepted into the Nursing Program, or 3) placed on a waiting list for future consideration.

## Additional Provisions

Students should also be advised that M.S.N. classes are online only and delivered using internet technologies (e.g., web-based videoconferencing, presentations, and assessments). Although technological assistance is typically available, this model will require a certain degree of technological proficiency with computers and the internet.

## Requirements for the Master of Science in Nursing Degree with an Emphasis in Nursing Education

The program requires 36 total hours of coursework. Twelve (12) hours (four courses) are considered core courses and 24 hours (eight courses) are education-based courses. Students must earn a "B" grade or higher for all courses in the M.S.N. degree plan in order for the degree to be conferred.

**Students may be required to provide proof of immunizations, current TB test results, and current professional liability insurance prior to register for the capstone course of NURS 544.**

## Non-Retention in the Program

All students are required to abide by the rules and regulations of the program as specified in the M.S.N. Student Handbook. Failure to do so may result in delay of graduation or possible expulsion from the program. Students must remain in regular standing as specified by the Graduate School.

Students may be removed from the nursing program if no coursework is successfully completed during a regular semester unless arrangements have been made with and approved by the program. An exited student will need to reapply to the Graduate School and Nursing Program to be considered for acceptance on a competitive basis in order to continue.

## Limitations of Graduate Coursework

Any graduate transfer credit from other institutions must come from ACEN or CCNE accredited programs and be approved by the Nursing Program at ENMU. A minimum of 27 hours of graduate coursework must be completed at ENMU.

## Requirements for the Master of Science in Nursing Degree

**Master Core Courses (12 credit hours)**

| | | |
|---|---|---|
| NURS | 502 | Research Methods in Nursing (3) |
| NURS | 506 | Ethical and Sociocultural Perspectives on the Changing Health Care System (3) |
| NURS | 508 | The Nurse Leader: New Perspectives on the Profession (3) |
| NURS | 510 | Nursing Concepts and Theories (3) |

**Education Emphasis Courses (24 credit hours)**

| | | |
|---|---|---|
| NURS | 512 | Teaching Strategies for Nurse Educators (3) |
| NURS | 514 | Curriculum Development (3) |
| NURS | 516 | Roles, Responsibilities and Relationships of the Nurse Educator (3) |
| NURS | 517 | Integrated Concepts of Disease Management (3) |
| NURS | 540 | Innovative Instructional Design in Nursing (3) |
| NURS | 544 | Nurse Educator Capstone Practicum (3) |
| EDF | 503 | Educational Psychology (3) |
| EDF | 538 | Instructional Design (3) |

## Accelerated Program

For current students interested in participating in an accelerated program that offers graduate coursework that applies to both undergraduate and graduate degrees, please see the section of this catalog "Accelerated Undergraduate/Graduate Degree Programs" in this catalog.

## SOCIAL WORK

**Graduate Faculty** Melissa Moyer, Program Director
Carolyn Tollett, Field Director
Christian Garcia
Amy Russell
Amber Sosa

**DEGREE: MASTER OF SOCIAL WORK**
**MAJOR: SOCIAL WORK**

The Social work profession strives to ensure the delivery of competent professional practice. Social Work education supports this effort through the application of social work knowledge, values, skills, and cognitive affective processes in the classroom and field experiences. Social workers conduct professional practice in situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The master's program in social work prepares students for specialized practice. Specialized practitioners extend and enhance the depth and breadth social work knowledge, values, skills, and cognitive affective processes and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.

The Master of Social Work program is designed as a two-year course of professional study and fieldwork for students who want to become clinical social workers. The curriculum adheres to the nine Council on Social Work Education (CSWE) competencies set to prepare social work students for professional practice:

1. Demonstrate ethical and professional behavior,
2. Advance human rights and social, racial, economic, and environmental justice,
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice,
4. Engage in practice-informed research and research-informed practice,
5. Engage in policy practice,
6. Engage with individuals, families, groups, organizations, and communities,
7. Assess individuals, families, groups, organizations, and communities,
8. Intervene with individuals, families, groups, organizations, and communities, and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

The Full Master of Social Work (MSW) Program at ENMU consists of 60 credit hours of coursework to be completed through online and hybrid in-person/distance education courses. This is a two-year program. Students select three elective courses to complete their concentration in either Clinical Social Work, Clinical Military Social Work, or Children, Youth and Families. Students may attend part-time; completion timelines will be dependent on their course completion. While the degree is delivered through distance education methods students will be required to work/interact with their faculty adviser and master's committee via interactive software at times over the course of matriculation.

The following table depicts the Full MSW program's curriculum over two academic years:

**FULL MSW (TWO YEARS)**

| FALL START | SPRING START | SUMMER START |
|---|---|---|
| **1ST TERM** | | |
| **FALL (12 HOURS)**<br>SOWK 511<br>SOWK 521<br>SOWK 531<br>SOWK 588 | **SPRING (12 HOURS)**<br>SOWK 513<br>SOWK 522<br>SOWK 536<br>SOWK 588 | **SUMMER (6 HOURS)**<br>SOWK 533<br>SOWK 541 |
| **2ND TERM** | | |
| **SPRING (12 HOURS)**<br>SOWK 513<br>SOWK 522<br>SOWK 536<br>SOWK 589 | **SUMMER (6 HOURS)**<br>SOWK 533<br>SOWK 541 | **FALL (12 HOURS)**<br>SOWK 511<br>SOWK 521<br>SOWK 531<br>SOWK 588 |
| **3RD TERM** | | |
| **SUMMER (6 HOURS)**<br>SOWK 533<br>SOWK 541 | **FALL (12 HOURS)**<br>SOWK 511<br>SOWK 521<br>SOWK 531<br>SOWK 589 | **SPRING (12 HOURS)**<br>SOWK 513<br>SOWK 522<br>SOWK 536<br>SOWK 589 |
| **4TH TERM** | | |
| **FALL (12 HOURS)**<br>SOWK 515<br>SOWK 543<br>SOWK 597<br>SOWK 551, 561, or 571 | **SPRING (12 HOURS)**<br>SOWK 515<br>SOWK 597<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 | **SUMMER (6 HOURS)**<br>SOWK 517<br>SOWK 545 |
| **5TH TERM** | | |
| **SPRING (12 HOURS)**<br>SOWK 517<br>SOWK 598<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 | **SUMMER (6 HOURS)**<br>SOWK 517<br>SOWK 545 | **FALL (12 HOURS)**<br>SOWK 515<br>SOWK 543<br>SOWK 597<br>SOWK 551, 561, or 571 |
| **6TH TERM** | | |
| **SUMMER (6 HOURS)**<br>SOWK 519<br>SOWK 545 | **FALL (12 HOURS)**<br>SOWK 519<br>SOWK 543<br>SOWK 598<br>SOWK 551, 561, or 571<br>SOWK 598 | **SPRING (12 HOURS)**<br>SOWK 519<br>SOWK 598<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 |

The Advanced Standing option is available to those who completed their BSW from a CSWE-accredited program and have received ENMU MSW program approval. The Advanced Standing Program is 30 credit hours and students will select three electives to complete their concentration in either Clinical Social Work, Clinical Military Social Work, or Children, Youth and Families. The BSW degree must be awarded prior to the start of the advanced standing courses. While the degree is delivered through distance education methods students will be required to work/interact with their faculty adviser and master's committee via interactive software at times over the course of matriculation. This is a one-year, three-term program that a student may begin at the start of the academic term of their admittance.

The following table depicts the Advanced MSW program's curriculum over one academic year:

| ADVANCED MSW (ONE YEAR) | | |
|---|---|---|
| **FALL START** | **SPRING START** | **SUMMER START** |
| **1ST TERM** | | |
| **FALL (12 HOURS)**<br>SOWK 515<br>SOWK 543<br>SOWK 597<br>SOWK 551, 561, or 571 | **SPRING (12 HOURS)**<br>SOWK 515<br>SOWK 597<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 | **SUMMER (6 HOURS)**<br>SOWK 517<br>SOWK 545 |
| **2ND TERM** | | |
| **SPRING (12 HOURS)**<br>SOWK 517<br>SOWK 598<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 | **SUMMER (6 HOURS)**<br>SOWK 517<br>SOWK 545 | **FALL (12 HOURS)**<br>SOWK 515<br>SOWK 543<br>SOWK 597<br>SOWK 551, 561, or 571 |
| **3RD TERM** | | |
| **SUMMER (6 HOURS)**<br>SOWK 519<br>SOWK 545 | **FALL (12 HOURS)**<br>SOWK 519<br>SOWK 543<br>SOWK 598<br>SOWK 551, 561, or 571 | **SPRING (12 HOURS)**<br>SOWK 519<br>SOWK 598<br>SOWK 553, 563, or 573<br>SOWK 555, 565, or 575 |

## Program Accreditation

ENMU's Master's program in Social Work is accredited by Council on Social Work Education (CSWE). ENMU is approved to apply for accreditation of its MSW program. Current Accreditation information can be found at **enmu.edu/Accreditation.**

## Admission Requirements

The following table depicts the application deadlines for each admittance term.

| APPLICATION DEADLINES | |
|---|---|
| **TERM** | **DEADLINE** |
| Fall | June 1st |
| Spring | November 1st |
| Summer | May 1st |

## Full MSW

Application into the Full MSW program is a two-step process. To facilitate the graduate application process and to streamline the entry, applicants must: 1) satisfy the requirements of the ENMU Graduate School and apply to the Graduate School for admission and 2) submit the required materials (described below) to the Graduate School.

The following are the admission requirements:

1. Click on Apply for Admission and complete the online Graduate School application available at **https://www.enmu.edu/academics/colleges-departments/graduate-school.**
2. Submit the required materials:
   a. Two writing samples:
      - A professional or academic sample, such as a research paper, literature review, or client assessment sample that they have recently written for a class or publication.
      - A personal statement or essay explaining why they want to work in the field of clinical social work, clinical military social work, or child welfare.

   b. Two references are to be completed by individuals who can speak directly to the applicant's potential success as a graduate student.
   c. Applicants must hold a baccalaureate degree from a college or university accredited by a recognized regional accrediting organization with a GPA of 3.0 or higher.
      - Applicants with a GPA between 2.75-2.99 may be considered for conditional admission if all other program admittance requirements are met.
      - Applicants with a GPA between 2.50-2.74 who meet other program requirements may enter ENMU as a non-degree seeking graduate student. Students may take social work courses as a non-degree seeking student to raise their cumulative GPA. Students must earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment. The student may then reapply to the Graduate School and program admission would be reviewed once the GPA reaches 3.0 and program admittance requirements are met.

All applicants are screened by the program's admissions panel and notified of acceptance by letter.

Applicants looking to transfer in graduate hours from another institution must submit a request by email to the program graduate coordinator. This request must identify the courses (name, number, and description) they wish to transfer. Transfer credits beyond nine (9) hours will be considered on a case-by-case basis related to the required coursework of the ENMU MSW program. The majority, more than 51%, of the credit hours to complete the MSW degree must originate from ENMU.

### Advanced Standing MSW – Application deadline March 31

An applicant who earned a baccalaureate social work degree with a 3.0 or higher from a CSWE-accredited program or a program in the CSWE candidacy process within the last seven (7) years may apply for advanced standing. Admission into the Advanced Standing MSW program is a two-step process. To facilitate the graduate application process and to streamline the entry, applicants must: 1) satisfy the requirements of the ENMU Graduate School and apply to the Graduate School for admission and 2) submit the required materials (described below) to the Graduate School.

The following are the admission requirements:

1. Click on Apply for Admission and complete the online Graduate School application available at **https://www.enmu.edu/academics/colleges-departments/graduate-school**
2. Submit the required materials:
    a. Two writing samples:
        - A professional or academic sample, such as a research paper, literature review, or client assessment sample that they have recently written for a class or publication.
        - A letter of purpose: a personal statement or essay explaining why they want to work in the field of clinical social work, clinical military social work, or child welfare.
    b. Two references completed by individuals who can speak directly to the applicant's potential success as a graduate student; one of which must be provided by a member of their BSW faculty.
    c. Applicants must hold a BSW degree from a CSWE-accredited program or a program in the CSWE candidacy process awarded in the last seven (7) years and a minimum of a 3.0 GPA from this program.
        - Applicants with a GPA between 2.75-2.99 may be considered for conditional admission if all other program admittance requirements are met.
        - Applicants with a GPA between 2.50-2.74 who meet other program requirements may enter ENMU as a non-degree seeking graduate student. Students may take social work courses as a non-degree seeking student to raise their cumulative GPA. Students must earn a minimum GPA of 3.0 during the first semester or the first nine (9) hours of enrollment. The student may then reapply to the program. Graduate School and program admission would be reviewed once the GPA reaches 3.0 and program admittance requirements are met.

All applicants are screened by the program's admissions panel and notified of acceptance by letter.

### BSW Students Who Do Not Meet Program Admittance Requirements for Advanced Standing

Students who do not meet the 3.0 BSW GPA requirement, or whose coursework was completed over seven (7) years ago, may be reviewed on a case-by-case basis by the program for acceptance. Students who do not meet the admissions criteria for an advanced standing degree but hold a CSWE-accredited baccalaureate social work degree may be required to take generalist practice courses to address advancements in the CSWE Educational Policies and Standards.

The following are the review requirements for applicants whose BSW GPA is below 3.0:

1. The program conducts a degree audit to identify the coursework and content the student did not perform well in, thus lowering their BSW GPA below 3.0.
    a. The course descriptions from the original institution will be reviewed for corresponding courses to be offered as a bridge to the MSW coursework.
    b. The remainder of the credits required for a full MSW will be waived by the program.
    c. Applicants may enter ENMU as a non-degree seeking student and enroll in up to nine (9) credit hours to raise their GPA to the required 3.0 minimum.
2. The applicant will be notified by the program as to the review and its outcome.

The following are the review requirements for applicants whose coursework was completed over seven (7) years ago:

1. The program conducts a degree audit.
    a. The course descriptions from the original institution will be reviewed for corresponding courses to be offered as a bridge to the MSW coursework.
    b. Any coursework in which the applicant received a "B" in or higher will be accepted.
    c. Applicants who hold an active license at the baccalaureate level and whose licensure is in good standing with their state will have the generalist requirements waived.
2. The applicant will be notified by the program as to the review and its outcome.

Applicants eligible for a secondary mechanism are notified by the program by phone and email.

Applicants looking to transfer in graduate hours from another institution must submit a request by email to the program graduate coordinator. This request must identify the courses (name, number and description) they wish to transfer. Transfer credits beyond nine (9) hours will be considered on a case-by-case basis related to the required coursework of the ENMU MSW program. The majority, more than 51%, of the credit hours to complete the MSW degree must originate from ENMU.

## Graduate Assistantships

A limited number of Graduate Assistantships are available for qualified applicants. When awarding Graduate Assistantships, the primary criterion is whether the applicant will further the educational and/or research mission of the department. Graduate assistants in the Program of Social Work are hired on a yearly or semester-by-semester basis, depending on the applicant's qualifications and departmental need. Students interested in applying for a Graduate Assistantship should indicate this in their cover letter and submit a Graduate Assistantship Application Form. Ultimate responsibility for awarding Graduate Assistantships rests with the Graduate Coordinator in consultation with department faculty.

## Degree Requirements for Master of Social Work Degree

**FULL MSW REQUIREMENTS:**

**Core Courses - 1st year (30 credit hours)**

| | | |
|---|---|---|
| SOWK | 511 | Generalist Social Work Practice with Individuals, Families, and Groups (3) |
| SOWK | 536 | Human Diversity and Social Justice (3) |
| SOWK | 521 | Human Behavior in the Social Environment: Individuals and Families (3) |
| SOWK | 513 | Generalist Social Work Practice with Organizations and Communities (3) |
| SOWK | 531 | Social Work Research I (3) |
| SOWK | 588 | Foundation Field Education/ Seminar I (3) |
| SOWK | 522 | Human Behavior in the Social Environment: Social Systems (3) |
| SOWK | 533 | Social Welfare Policy and Services (3) |
| SOWK | 541 | Social Work in Behavioral Health (3) |
| SOWK | 589 | Foundation of Field Education/ Seminar II (3) |

**Advanced Core Courses - 2nd year (30 credit hours)**

| | | |
|---|---|---|
| SOWK | 545 | Seminar in Brief Treatment (3) |
| SOWK | 515 | Theories and Perspectives (3) |
| SOWK | 543 | Current Diagnostic Trends - DSM-5 and The Strengths Perspective (3) |
| SOWK | 517 | Evaluation of Social Work Practice (3) |
| SOWK | 597 | Advanced Social Work Field Education/Seminar (3) |
| SOWK | 598 | Advanced Social Work Field Education/Seminar II (3) |
| SOWK | 519 | MSW Capstone (3) |

**Choose one of the concentration areas below:**

**Clinical Military Concentration Courses**

| | | |
|---|---|---|
| SOWK | 561 | Military Culture for Social Workers (3) |
| SOWK | 563 | Practice with Military Populations (3) |
| SOWK | 565 | Social Work Practice in Stress, Trauma and Crisis with Military Personnel (3) |

**Clinical Concentration Courses**

| | | |
|---|---|---|
| SOWK | 551 | Family Assessment and Intervention (3) |
| SOWK | 553 | Advanced Social Work Practice in Groups (3) |
| SOWK | 555 | Psychotherapy with Adults (3) |

**Children, Youth, and Families Concentration Courses**

| | | |
|---|---|---|
| SOWK | 571 | Practice with Children, Youth, and Families (3) |
| SOWK | 573 | Social Work and Child Welfare: Professional Culture and Leadership (3) |
| SOWK | 575 | Research-Informed Practice in an Agency Setting (3) |

**ADVANCED STANDING MSW:**

**Advanced Core Courses (30 credit hours)**

| | | |
|---|---|---|
| SOWK | 545 | Seminar in Brief Treatment (3) |
| SOWK | 515 | Theories and Perspectives (3) |
| SOWK | 543 | Current Diagnostic Trends - DSM-5 and The Strengths Perspective (3) |
| SOWK | 517 | Evaluation of Social Work Practice (3) |
| SOWK | 597 | Advanced Social Work Field Education/Seminar (3) |
| SOWK | 598 | Advanced Social Work Field Education/Seminar II (3) |
| SOWK | 519 | MSW Capstone (3) |

**Choose one of the concentration areas below:**

**Clinical Military Concentration Courses**

| | | |
|---|---|---|
| SOWK | 561 | Military Culture for Social Workers (3) |
| SOWK | 563 | Practice with Military Populations (3) |
| SOWK | 565 | Social Work Practice in Stress, Trauma, and Crisis with Military Personnel (3) |

**Clinical Concentration Courses**

| | | |
|---|---|---|
| SOWK | 551 | Family Assessment and Intervention (3) |
| SOWK | 553 | Advanced Social Work Practice in Groups (3) |
| SOWK | 555 | Psychotherapy with Adults (3) |

**Children, Youth, and Families Concentration Courses**

| | | |
|---|---|---|
| SOWK | 571 | Practice with Children, Youth, and Families (3) |
| SOWK | 573 | Social Work and Child Welfare: Professional Culture and Leadership (3) |
| SOWK | 575 | Research-Informed Practice in an Agency Setting (3) |

## Additional Provisions

Students must meet the following requirements to graduate:

1. Students in the MSW Program must follow all policies and procedures as outlined in the MSW Student Manual and Field Instruction Manual. Both documents are available from program faculty as well as online.
2. All students seeking an MSW must meet with their assigned program faculty academic advisor prior to enrolling each semester. Advising should be completed during the regular academic year and students are encouraged to see their advisor during advising week each semester.
3. SOWK courses must be completed with a "B" or higher. Graduate courses may only be taken a second time if a "B" or higher is not obtained on the first attempt, after a meeting with their advisor. Graduate Program Director approval is required for a second attempt.
4. Nine hundred (900) clock hours of field placement are required for the full MSW degree. These hours are spread across four semesters. Advanced standing students take two semesters of field placement, in combination with their BSW field placement hours to reach the required 900 clock hours.
5. MSW students may be required to complete program entrance and exit assessments as specified by the ENMU MSW Program.
6. Graduate transfer course equivalencies must be demonstrated through transcripts and syllabi or exam scores. Students who have completed substantial coursework but who lack equivalent courses that satisfy the above conditions may be required to take additional courses to graduate with an MSW. These hours may be in addition to the requirements listed above.
7. Students may transfer no more than nine (9) hours of graduate credit in MSW coursework to the ENMU Program. The program must review those hours to determine if they are eligible to meet program requirements.

# 2026-28 Eastern New Mexico University

## Course Descriptions

Graduate degrees are not offered in all of the following areas, but courses may be taken for graduate credit. Please consult degree requirements, academic advisers, and graduate coordinators for master's degree-granting programs.

### ACCOUNTING

**ACCT 500 Accounting Foundation (3)** Presentation, analysis, and interpretation of accounting data for use in planning, organizing, actuating and controlling business activities. The course provides needed foundations in all functional areas of accounting. Knowledge and skills acquired prepare students for graduate study in the MBA program. To demonstrate required competency in accounting foundation, students must successfully complete this course with at least a "B." Prerequisite: Admission to the MBA program. (F, S)

**ACCT 550 Financial Accounting (3)** The application of accounting principles to practical cases and accounting problems. Prerequisites: Entry into the MBA program. (F)

**ACCT 551 Accounting for Managers (3)** Presentation, analysis, and interpretation of accounting data for use in planning, organizing, actuating, and controlling business activities. Prerequisites: BUS 555 and ACCT 500. (F, S)

**ACCT 552 Fraud (3)** A study of forensic accounting techniques, fraud risk assessment, and ethical considerations in fraud prevention. Prerequisite ACCT 550. (S)

**ACCT 555 Federal Taxation (3)** Technical tax course that includes the federal taxation and tax planning strategies of business entities. Prerequisites: Entry into the MBA program and ACCT 550 and 551. (F)

**ACCT 558 Assurance Services (3)** An examination of assurance processes involved in developing knowledge bases to support decision makers. This course will include auditing techniques and emerging issues. Prerequisites: Entry into the MBA program and ACCT 550 and 551. (S)

**ACCT 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisites: Approval of instructor and graduate coordinator required.

**ACCT 593 Topics in Accounting (1-3)** Graduate topics in Accounting. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisites: Entry into the MBA program.

### AGRICULTURE

**AG 569 Workshop in Agriculture (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**AG 593 Topics in Agriculture (1-3)** As announced.

### ANTHROPOLOGY AND APPLIED ARCHAEOLOGY

**ANTH 501 Anthropological Research Foundations (3)** Construction of anthropological research designs, hypothesis formulation, sampling, data collection, data reduction and reporting. The final product will be a research prospectus for thesis and non-thesis option students, which can be publicly defended at the end of the class in lieu of enrolling in ANTH 597 Colloquium. (S)

**ANTH 503 Geographic Information Systems for Anthropology (3)** Introduction to the theory and techniques of GIS, including data capture and generation, management, analysis, and cartographic output of spatial data. Serves to familiarize students with the most common applications of GIS in anthropology and provides a baseline of understanding of the program's functionality and capabilities, as well as prepare students to continue to advance their GIS skills. (Even F)

**ANTH 504 Human Osteology (3)** Hands-on identification and analysis of human skeletal remains, with a focus on archaeological applications. (Even F)

**ANTH 508 Foundational Readings in Anthropology (3)** Review of foundational readings in anthropology, preparing students to engage with theoretical and methodological aspects of planning their thesis or non-thesis project. Covers foundational works in archaeology, biological anthropology, and cultural anthropology. (S)

**ANTH 510 Internship in Applied Anthropology (3-6)** Provides hands-on experience in a non-academic or other setting for specific areas of interest, e.g., cultural resource management. Prerequisite: consent of instructor. (F, S, Su)

**ANTH 511 Advanced Skeletal Analysis (3)** Application of analytical methods used in human osteology to establish the biological profile (ancestry, sex, age, and stature), as well as the analysis of immature remains, taphonomic analysis and interpretation, and the human dentition. Prerequisite: ANTH 504. (Odd S)

**ANTH 513 Hunter-Gatherer Archaeology (3)** Review of theoretical perspectives on prehistoric hunter-gatherers and survey of the Paleoindian and Archaic archaeological record of the Western United States. (Odd F)

**ANTH 515 Ethnographic Methods (3)** An introduction to ethnographic methods of anthropology emphasizing the connection between theory, research, and practice. Students will critically analyze research design and ethics, including the Human Subjects review process, specific to ethnographic research as well as practice ethnographic data collection and analysis. (Even F)

**ANTH 516 Professionalism in Anthropology (3)** Introduces students to graduate studies in Anthropology, introduces the four fields of Anthropology and sets the foundation for skills needed for timely completion of the degree. (F)

**ANTH 518 Zooarchaeology (3)** Techniques for the identification of faunal remains and review of important theoretical issues in zooarchaeology. (Odd F)

**ANTH 521 Laboratory Analysis in Archaeology (3)** Practical laboratory procedures in archaeology. Includes a survey of basic ceramic, lithic, faunal, skeletal, geoarchaeological, and historic artifact analyses. Covers laboratory equipment use and procedures, imaging, and creating and manipulating datasets for data tracking and interpretive display. (Even S)

**ANTH 532 Peoples of the Southwest (3)** Seminar on the critical evaluation and use of ethnographic readings from historic Native American people of New Mexico and Arizona from the time of Spanish contact to the present. (Odd F)

**ANTH 541 Historic Preservation (3)** Students will learn the history of the preservation movement in the United States and how it affects archaeological, cultural, and built environment sites and places, including significant preservation laws and regulations, architectural styles and historic places and districts, and contemporary ethical issues and collaborations to determine what of the past is preserved and interpreted at historic sites and in museums. (Odd S)

**ANTH 542 Cultural Resources Management (3)** A practical overview of the history of cultural resource management and how it is implemented in the United States, with development of knowledge and skill sets necessary for a career in CRM archaeology. (Even S)

**ANTH 550 Anthropological Theory (3)** Advances in anthropological method and theory as used in modern biological, cultural, and archaeological practice and how these varied approaches are implemented to understand the world, past and present. (F)

**ANTH 561 Archaeology of the Southwest (3)** Intensive examination of the prehistory of the Southwestern United States from the earliest cultures to the Spanish Entrada. (Odd S)

**ANTH 569 Workshop in Anthropology (1-3)** As announced. (May be repeated for a maximum of three (3) credits.)

**ANTH 579 Individual Research (1-3)** Independent research in one of the fields of anthropology. (May be repeated if topics are different for a maximum of six (6) credits.) Prerequisite: Approval of instructor.

**ANTH 583 Graduate Field Research (3)** Supervised field experience of graduate caliber research in one or more of the major divisions of anthropology. Prerequisite: Approval of instructor. (Su, as announced)

**ANTH 584 Graduate Readings in Anthropology (1-3)** Independent readings in anthropology. (May be repeated, if topics are different, for a maximum of six (6) credits.) Prerequisite: Approval of instructor. (F, S, Su)

**ANTH 593 Topics in Anthropology (1-3)** As announced. (May be repeated for credit if topics are different.)

**ANTH 596 Graduate Seminar in Anthropology (1-3)** Offered at intervals with specific topics for discussion. (May be repeated for credit.)

**ANTH 597 Colloquium (1)** Professional presentations of and defense of thesis prospectus or research proposal. Prerequisite: Consent of instructor, advisory committee, and graduate coordinator. (F, S)

**ANTH 598 Non-Thesis Capstone (3)** The non-thesis option student will complete and defend an assigned portion of a group project as a requirement for graduation. Prerequisite: Consent of graduate advisory committee. (S)

**ANTH 599 Master's Thesis (1-6)** ANTH 599 must total six (6) credits to satisfy graduate degree requirements. Prerequisite: Consent of graduate advisory committee.

## ART

**ART 569 Workshop in Art (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**ART 579 Individual Research (1-3)** Independent Study. As announced. (May be repeated for a maximum of four (4) credits.)

**ART 593 Topics in Art (1-3)** As announced. (May be repeated for credit.)

## BILINGUAL EDUCATION

**BLED 501 Bilingual Education: Theory to Practice (3)** A critical comprehensive investigation of current issues and trends affecting bilingual education. (F)

**BLED 525 The Role of the Parent in the Bilingual Classroom (3)** Provides strategies for involving parents in the learning process at home and at school. (Su)

**BLED 530 Language Assessment and Placement of Bilingual Students (3)** Identification and development of evaluation procedures as entry/exit criteria for bilingual students. (S)

**BLED 531 Assessing English Language Learners in the Classroom (3)** Addresses research-based concepts and issues related to the equitable and appropriate language and content assessment of English learners in a classroom setting. Includes the use, development, and modifications of formative assessments, with additional summative assessment insight to inform instructional planning, implementations, practices, and pedagogy. Additionally, it will include the role of language proficiency instruments to inform instruction and placement, and various issues of assessment that affect English language learners in the context of elementary, middle, and secondary levels. (F)

**BLED 534 Methods of Content Area Instruction in Bilingual Education (3)** Development of instructional strategies to be used in the teaching of the content areas. (Instruction in Spanish.)

**BLED/RED 538 Language Arts and the Teacher of English as a Second Language (3)** Development of listening, speaking, reading, and writing skills within a language arts program for bilingual students. (S, Alt Su)

**BLED 569 Workshop in Bilingual Education (1-3)** As announced. Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee. (May be repeated for a maximum of three (3) credits.)

**BLED 578 Teaching Multicultural Heritage of the Southwest (3)** Examines the historical, linguistic, and cultural factors that influence the Southwest; practicing and prospective educators engage in developing units and exploring resources, which focus upon contributions of various ethnic groups. (F, S)

**BLED 579 Individual Research (1-3)** Prerequisite: Consent of instructor. (May be repeated for a maximum of four (4) credits.)

**BLED 580 ESL Methods (3)** An overview of theory and methods for improving the language skills of learners of English as a Second Language. (F)

**BLED 581 Bilingual Strategies (3)** Identification and evaluation of instructional strategies, theory, and materials utilized for bilingual education programs. (F)

**BLED 587 Historical Impact of Bilingual Education (3)** Explores the origins of teaching in two languages from the earliest days of indigenous education as provided by the Spanish to the later education of Spanish Speakers as provided by English speaking Americans, including the study of pioneers of bilingual education, various international bilingual education programs, and course cases and legislation impacting bilingual education today. (S)

**BLED 588 TESOL Linguistics for ESL (3)** Explores the theoretical underpinning of language acquisition and linguistics educators need to better provide adapted curriculum and instruction for second language learners. (F)

**BLED 590 TESOL Endorsement Graduate Project (3)** A graduate project designed as a culminating exhibition of mastery of theoretical foundations and teaching practices of Teaching English as a Second Language. (S)

**BLED 593 Topics in Bilingual Education (1-3)** As announced. (May be repeated for a maximum of six (6) credits.) Prerequisite: Approval for this course by the advisory committee must be received prior to the semester taken.

## BIOLOGY

**BIOL 501 Concepts in Life Sciences (3)** Analysis and discussion of currently relevant topics in Biology, at the cellular, organismic, and population levels. (Odd S)

**BIOL 504 Fisheries Management and Conservation (3)** Theory, methods, and philosophy of fisheries management emphasizing sport fisheries and endangered species. Occasional field trips. (Even F)

**BIOL 505 Wildlife Management and Conservation (3)** Theory, methods, and philosophy of wildlife management emphasizing game, non-game, and endangered species. Occasional field trips are scheduled. (Odd S)

**BIOL 508 Pedagogy and Professional Development (1)** A course targeted to graduate teaching assistants to help students develop a philosophy of instruction, develop basic lab instructional techniques for both major and non-major students, and to further their professional development through, e.g., development of a curriculum vitae and discussion of the publication process in Biology. (F)

**BIOL 509 Microbial Physiology (3)** Physiological, metabolic, and nutritional characteristics of microorganisms. Concurrent enrollment: BIOL 509L. (Even F)

**BIOL 509L Microbial Physiology Laboratory (1)** Concurrent enrollment: BIOL 509. (Even F)

**BIOL 510 Plant Systematics (3)** An introduction to the principles of classification within the plant kingdom, including methods of collection and preservation and the process of identifying unknown plant materials. Concurrent enrollment: BIOL 510L. (Odd F)

**BIOL 510L Plant Systematics Laboratory (1)** Concurrent enrollment: BIOL 510. (Odd F)

**BIOL 511 Herpetology (3)** Biology and classification of amphibians and reptiles. Occasional field trips. Concurrent enrollment: BIOL 511L. (Even F)

**BIOL 511L Herpetology Laboratory (1)** Concurrent enrollment: BIOL 511. (Even F)

**BIOL 513 Conservation Biology (3)** Ecological, population and genetic factors that influence biological diversity. Topics include theoretical concepts and management of ecosystems, habitats, and endangered species. (Odd F)

**BIOL 516 Environment, Resources and Policy (3)** Introduction to the biological concepts in environmental and natural resources, and examination of current policies and laws for environmental and natural resources such as wildlife, fisheries, forests, range, land, water, and air. (Odd F)

**BIOL 520 Plant Structure and Function (3)** An introduction to the morphological, physiological, and ecological diversity of chlorophyll-based photosynthetic life on earth, ranging from unicellular algae to flowering plants. Concurrent enrollment: BIOL 520L. (Even S)

**BIOL 520L Plant Structure and Function Laboratory (1)** Concurrent enrollment: BIOL 520. (Even S)

**BIOL 521 Immunology (3)** Host-parasite relationships and mechanisms of immunity. (Odd F)

**BIOL 522 Medical Microbiology (3)** Microorganisms involved in disease; medical microbiology identification, symptomatology, vectors, and pathology. Concurrent enrollment: BIOL 522L. (Even S)

**BIOL 522L Medical Microbiology Laboratory (1)** Isolation, identification, and characterization of medically important microorganisms. Concurrent enrollment: BIOL 522. (Even S)

**BIOL 524 Advanced Human Physiology (3)** An in-depth look at human physiological systems with particular emphasis on current research and system pathology. Concurrent enrollment: BIOL 524L. (Odd S)

**BIOL 524L Advanced Human Physiology Laboratory (1)** Concurrent enrollment: BIOL 524. (Odd S)

**BIOL 525 Molecular Biology (3)** Nucleic acid chemistry and enzymology, and recombinant technology of prokaryotes and eukaryotes. Concurrent enrollment: BIOL 525L. (S)

**BIOL 525L Molecular Biology Laboratory (1)** Experimental techniques in isolating and manipulating DNA and RNA, bacterial growth and transformation and protein expression, purification, and analysis. Concurrent enrollment: BIOL 525. (S)

**BIOL 527 Developmental Biology (3)** The genetic control of development in both animal and plant model systems. Genes involved in segmentation, gastrulation, neurogenesis, muscle formation, patterning, and flowering. (Even F)

**BIOL 528 Advanced Molecular Biology and Genetics (3)** Current molecular biology techniques used in research will be described, discussed, and applied to the specific need of the graduate student. (Even S)

**BIOL 529 Cellular and Molecular Exercise Physiology (3)** This course is designed as a detailed study of the molecular and cellular physiological adaptations to exercise. The first half of the course is designed to understand the changes in the architecture for the cell, cellular life span, and transfer of genetic signaling for protein production in an applied stress. The second half of the course is focused on the cell specific changes due to exercise, such as the cardiac myocyte, skeletal muscle cell and the blood cells. (Odd Su)

**BIOL 530 Limnology (3)** Study of freshwater habitats, and the ecology, distribution, and identification of common freshwater organisms of the Southwest. (Odd S)

**BIOL 531 Mammalogy (3)** Biology and classification of mammals. Occasional weekend field trips scheduled. Concurrent enrollment: BIOL 531L. (Odd F)

**BIOL 531L Mammalogy Laboratory (1)** Concurrent enrollment: BIOL 531. (Odd F)

**BIOL 533 Neurobiology (3)** An in-depth look at the function of the human nervous system including current research techniques such as model systems utilizing genetics, advanced electrophysiology, and optical imaging of neuronal function. Concurrent enrollment: BIOL 533L. (Even S)

**BIOL 533L Autonomic Nervous System (2)** A detailed clinical study of the autonomic nervous system (ANS) and the pathological conditions associated with disease progression. Covers the fundamental understanding of the normal and pathological physiological functions of the sympathetic and parasympathetic nervous systems. Students will learn clinical techniques for measuring the ANS regulatory signals and hormonal regulation. Key information from anatomy, physiology, pathology, pharmacology, and clinical medicine is integrated into presentations and laboratory techniques. This is an upper division/graduate course requiring an advanced understanding of several areas of science such as neuroanatomy, chemistry, cell biology and physics. Prior knowledge of biochemistry would be useful. The prerequisites are necessary for the student to be properly prepared for this course. Prerequisites: BIOL 2210/L, 2225/L. (Even S)

**BIOL 534 Advanced Cardiovascular Exercise Physiology (3)** This course is designed as a detailed study of the structure and function of the human cardiovascular system during the stresses of exercise. The course will cover the fundamental understanding of normal physiological functions and adaptations to acute and chronic aerobic exercise in addition to resistance training. Students will learn clinical techniques for measuring cardiovascular function and potential changes associated with aging and some pathological conditions. (Even Su)

**BIOL 535 Bioinformatics (3)** Fundamental concepts and methods in bioinformatics, a field at the intersection of biology, chemistry, and computing. An overview of the methods and computational tools for high-throughput modeling, sequencing, and searching of genomic and proteomic data. (Even S)

**BIOL 535L Bioinformatics Laboratory (1)** Concurrent enrollment with BIOL 535. (Even S).

**BIOL 536 Ichthyology (3)** Biology and classification of fishes. Occasional field trips. Concurrent enrollment: BIOL 536L. (Odd S)

**BIOL 536L Ichthyology Laboratory (1)** Concurrent enrollment: BIOL 536. (Odd S)

**BIOL 541 Advanced Laboratory Instruction (3)** Hands-on experience in the development and instruction of a laboratory class under the supervision of a faculty member. Students will learn course development and management techniques beyond laboratory instruction. Prerequisites: Graduate student in good standing; GPA of 3.5 or better; departmental approval.

**BIOL 542 Ornithology (3)** Biology and classification of birds. Occasional field trips scheduled. Concurrent enrollment: BIOL 542L. (Even S)

**BIOL 542L Ornithology Laboratory (1)** Concurrent enrollment: BIOL 542. (Even S)

**BIOL 550 Virology (3)** Characteristics, structure, identification, and clinical relevance of viruses. (Even F)

**BIOL 560 Landscape Ecology and GIS (3)** An introduction to the study of large-scale ecological patterns and processes, including examination of spatial heterogeneity at the landscape level and practical use of Geographic Information Systems (GIS) to analyze and predict landscape patterns. (Even S)

**BIOL 562 Evolution (3)** Causes of micro- and macroevolutionary change, speciation and cladogenesis, including aspects of morphology, physiology, genetics, and ecology. (Even F)

**BIOL 569 Workshop in Biology (1-3)** As announced. (May be repeated for a maximum of four (4) credits.)

**BIOL 579 Independent Research (1-3)** As announced. (May be repeated for a maximum of four (4) credits.) Independent Study in: A) Bacteriology; B) Genetics; C) Vascular plants; D) Animal physiology; E) Entomology; F) Invertebrate zoology; G) Plant ecology; H) Animal ecology; I) Freshwater biology; J) Plant physiology; K) Imaging for biologists; L) Ichthyology; M) Herpetology; N) Ornithology; O) Mammalogy; P) Microbial ecology; Q) Parasitology; R) Electron microscopy; S) Molecular biology; T) Applied ecology; (May be repeated for a maximum total of four (4) credits.) Prerequisite: Consent of instructor.

**BIOL 580 Graduate Project (3)** A graduate project that is a culminating exhibition of mastery in a biological discipline, including a presentation to the graduate faculty in the Department of Biology. (F, S)

**BIOL 582 Biological Literature (3)** Scientific journal readings, intensive writing, and oral presentations; regular use of bibliographies, indices, and journals to prepare an individualized research prospectus. (F)

**BIOL 592 Research Presentation in Biology (3)** Selected topics in biology, especially as they relate to the master's degree and career preparation, and an oral presentation of a research prospectus to the biology faculty. (S)

**BIOL 593 Topics in Biology (1-3)** As announced. (May be repeated for credit.)

**BIOL 599 Master's Thesis (1-6)** BIOL 599 credit must total six (6) credits for graduate degree. Prerequisite: Graduate advisory committee approval.

## BUSINESS ADMINISTRATION

**BUS 501 Law, Ethics, and Social Responsibility (3)** A study of the fiduciary, legal, and ethical responsibilities, liabilities, and immunities of corporate directors, officers, and managers; organizational governance; corporate citizenship; social responsibility; and legal compliance. Students consider conflicts between goals and values and develop a foundation for analyzing and resolving ethical dilemmas. Prerequisites: Entry into the MBA program. (F, S)

**BUS 518 Managerial Research Analysis (3)** A research project-based course involving the concepts, tools and techniques used in applying the scientific method in the business environment. Topics include scientific method, research process, types of research, questionnaire design, statistical tests, analysis, and presentation of results. The course must be taken during the first semester of course work. Prerequisites: Entry into the MBA program. (F, S, Su)

**BUS 555 Business Foundations for MBA (3)** This course serves as a leveling course for prospective MBA students who have not completed all of the Common Professional Component (CPC) courses. The course provides needed foundation in all functional areas of business administration. Knowledge and skills acquired prepare students for the graduate study in the MBA program. To demonstrate required competency in business foundation, students must successfully complete this course with at least a "B." Prerequisite: Conditional admission to the MBA program. (F, S)

**BUS 598 Integrative Capstone (3)** As the capstone course for the MBA program, this course focuses on the integration of all concepts in the program. Students will be required to participate in an integrative capstone experience as well as the MBA assessment process while taking this course. Prerequisites: Final semester standing and graduate coordinator consent. (F, S)

## CAREER AND TECHNICAL EDUCATION

**CTED 501 Philosophy and Practice of Career and Technical Education (3)** The history, philosophy and organization of career and technical education. Key federal legislation and contemporary issues will be examined. (F)

**CTED 503 Teaching Methods in Career and Technical Education (3)** Examines teaching methods, preparation and use of instructional materials, cross-curricular instruction, and evaluation as they specifically apply to CTE. Strategies for integrating academic and technical education, as well as employability skills are examined. (F, Su)

**CTED 504 Educational Leadership in Career and Technical Education (3)** Issues related to the principles of effective administration and supervision of programs in career and technical education. Course content will support professional development for potential leaders in career and technical education settings. (S)

**CTED 505 Education Policies in Career and Technical Education (3)** Legal matters related to administrative and instructional issues in career and technical education. (F)

**CTED 506 Assessment and Evaluation in Career and Technical Education (3)** Emphasizes the principles and practices of achievement assessment that contribute to more effective classroom instruction and improved student learning. (S)

**CTED 507 Program Planning, Development and Evaluation in Career and Technical Education (3)** Application of research theory, CTE philosophy and practice relative to program planning, development, and evaluation. Emphasis is on the development and delivery in an efficient and effective manner, utilizing data and research when making program decisions, as well as the process of evaluating CTE programs and students. (S)

**CTED 569 Workshop in Career and Technical Education (1-3)** As announced. (May be repeated for credit.)

**CTED 579 Individual Research in Career and Technical Education (1-3)** As announced. (May be repeated for credit.)

**CTED 593 Topics in Career and Technical Education (1-3)** As announced. (May be repeated for credit.)

## CHEMISTRY

**CHEM 507 Electrocatalysis (2)** Advanced theory and practice in electrocatalysis, focusing on electrocatalysis in energy conversion and storage and in-situ techniques for mechanistic studies of electrocatalytic reactions. (Even F)

**CHEM 508 Biochemistry (3)** A study of biological molecules and their functions, with integration of concepts such as thermodynamics, equilibrium, quantum chemistry, electrochemistry, and reaction mechanisms. Concurrent enrollment: CHEM 508L. (Even F)

**CHEM 508L Biochemistry Laboratory (1)** Concurrent enrollment: CHEM 508. (Even F)

**CHEM 510 Analytical Chemistry (3)** Advanced theory and techniques in analytical chemistry including nuclear magnetic resonance (NMR), mass spectroscopy, voltammetry, electrochemical impedance spectroscopy, chromatography, and electrophoresis. Concurrent enrollment: CHEM 510L. (Odd F)

**CHEM 510L Analytical Chemistry Laboratory (1)** Concurrent enrollment: CHEM 510 (Odd F)

**CHEM 511 Thermodynamics (3)**. Thermodynamics, kinetics, and special topics (Odd S)

**CHEM 523 Mathematical Methods of Quantum Mechanics (1)** Maps including operators, set theory, topics from calculus and differential equations, metric spaces including sequences, vector spaces including normed vector spaces, matrix representations of operators and eigenvalue equations, inner product spaces including Hilbert spaces. (Odd F)

**CHEM 524 Quantum Mechanics and Quantum Chemistry (3)** Hermitian and commuting operators, complete (total) orthonormal sets of functions, models, matrix representation of the Schrödinger equation, the hydrogen atom, the L2 Hilbert space, spin orbitals, Slater determinants, approximation methods for molecules with electron correlation. Prerequisite: CHEM 523 Mathematical Methods of Quantum Mechanics. (Even S)

**CHEM 539 Teaching in Chemistry (1)** Methods, resources, lesson plans in teaching chemistry; chemical laboratory safety; lecture and laboratory work. (F or S)

**CHEM 546 Medicinal Chemistry (3)** An overview of modern medicinal chemistry, an understanding of current drug targets, the principles of drug discovery, the development of drug candidates and the mechanisms of drug actions in the body. For the student who plans to a career in medicine, pharmacy, nursing, dentistry or in pharmaceutical- or biomedical-related industries. Concurrent enrollment: CHEM 546L. (Odd S)

**CHEM 546L Medicinal Chemistry Laboratory (1)** Concurrent enrollment: CHEM 546. (Odd S)

**CHEM 548 Writing in Chemistry (2)** Scientific writing of chemical phenomena. (Even F)

**CHEM 549 Metabolic Chemistry (2)** Reactions and thermodynamics of primary and secondary metabolic pathways, with a focus on the results of (mis)regulation of these pathways. (Odd F)

**CHEM 551 Pharmaceutical Chemistry (2)** Design, synthesis, properties, analysis, formulation, testing, delivery, patenting, and regulation of pharmaceutical agents, and structure-activity relationship and different types of pharmacodynamic agents. (Even S)

**CHEM 579 Scientific Investigations (1-3)** Independent laboratory or literature work. Report required. May be repeated for a maximum of three credits. Credit is only applied to non-thesis option.

**CHEM 594 Graduate Seminar (1)** Chemistry topics, including research results, presented by students. Students are required to attend other seminars, including those presented by outside speakers. (May be repeated for a maximum of two (2) credits.) (Odd F, Odd S)

**CHEM 599 Master's Thesis (1-6)** CHEM 599 credit must total six (6) hours for thesis option. Prerequisite: Consent of chemistry graduate faculty. (May be repeated.)

## COMMUNICATION

**COMM 502 Communication Research Methods (3)** Methodologies of qualitative and quantitative communication research. The course covers the philosophical, theoretical, and practical aspects of research methods. (S)

**COMM 509 Multimedia Journalism (3)** Focuses on design and application of reporting skills in a multiplatform environment applying technologies and tools to news stories and packages for media and communication workplaces. Student work will produce packages incorporating visual, audio, textual, and graphic components. Students will analyze their own work as well as the work of professionals in the field. (S)

**COMM 510 Mass Media & Society (3)** The dynamic relationship of the media to American and global society, mass media as a social institution, and how individuals, cultures and societies are influenced (and influence) media. Different societies and groups will be considered, in relationship to traditional, online, digital, and social media, and will seek to understand meaning out of everyday interactions with media, culture and society. The course provides an examination of history and practices in media as well as the relationship between the public and media from historical and contemporary perspectives. (S)

**COMM 511 Public Relations Cases and Concepts (3)** Focuses on the roles and responsibilities of public relations professionals, theories and principles of public relations, and public relations programming. Exploration of the needs of various publics and stakeholders, including the client, media, and investors. Topics include legal and ethical aspects of the practice of public relations, how to change behaviors and advocate for causes, and the influence of colleagues, families, and friends on brands. Students will work to increase knowledge and application of skills to enhance professional competence in the field. (F)

**COMM 513 Critical Analysis of Mass Media (3)** Reflecting on media research, students will learn to critically analyze the audio and video content of mass media. They should increase their understanding of the motivations behind the creation of various media, and more effectively interpret the meanings behind media messages, as well as their potential effects on audiences. Students will apply communication theory in researching and writing a content analysis research paper on entertainment media. (F)

**COMM 517 Race, National Identity, and Media (3)** An exploration of race and representation in relation to social structures, gender issues, national identities, and the workings of media industries. (Even F)

**COMM 522 Directing for Television (3)** Advanced planning and production of television programs with emphasis on direction, with practical experience in directing various types of television programs. Lab fee required. (Even F)

**COMM 523 Global Media (3)** Critical examination of global, cultural, and media sectors with an emphasis on history and political economy. Students will engage with latest research works and trends and develop insights into today's communication industries across national borders. (Even F)

**COMM 525 Rhetoric and Popular Culture (3)** An introductory theoretical survey of the academic study of rhetoric and popular culture, from the critical-theoretical work of the Frankfurt School to contemporary scholarship. Primary focus will be on developing critical vocabularies for analyzing the diverse texts of popular culture. (Even F)

**COMM 526 Communication and Social Change (3)** A survey of U.S. social movements that focuses specifically on how social change agents have used communication and how communication scholars understand social change. Exploration will include civic journalism and/or alternative methods for accessing the public from marginalized perspectives by groups relegated to the so-called 'fringe' by the mainstream. The course will investigate other types of 'agenda setting' other than the primary one of news media to audience, and how those impact society and culture. (Odd F)

**COMM 527 Integrated Communication Campaign (3)** This course examines the theories and techniques of integrated communication, including public relations, advertising, marketing, sales promotions, and personal selling. Students will explore how all forms of communication work toward organizational and client objectives, and how those contribute to organizational/client brand. The course will include development of public relations strategies as well as tactical communication pieces. (Odd S)

**COMM 529 Management in Media (3)** Study of management styles and processes, structural organization and hierarchies, and management of personnel and resources of media entities, with particular attention paid to groups in public relations, journalism, and other media settings. Study will include exploration of personnel issues, organizational relationships, leadership issues and challenges encountered in management of media groups. Emphasis placed on communication and behavior within group settings/process. Case study emphasized. (Even S)

**COMM 531 Documentary Writing and Production (3)** Emphasis on the pre-production, production, and post-production of television documentaries. Students will study the various styles of documentary production, explore the purpose or message producers convey to the audience, and write and produce their own original short documentary. Lab fee required. (Odd F)

**COMM 532 Communication Capstone Project (3)** The capstone project integrates previous coursework and professional experience and includes guided study in a specific area of communication. The course provides practical experience culminating in the demonstration of competency in professional practice evidenced by design, creation and/or implementation of a product for a client, which may include promotional materials, media materials, campaigns, design pieces, media applications, broadcast, newspaper, newsletter, magazine materials, and other communication products. (F, S)

**COMM 545 Communication Theory (3)** A paradigmatic survey of communication theory, including critical, rhetorical, and social scientific approaches. Primary focus is on ways of utilizing communication theory within various disciplinary traditions, including issues of construction, philosophy, perspective, epistemology, theory testing, and evidence. (F)

**COMM 546 Feature Writing (3)** This course focuses on writing long-form features for magazines, newspapers and various consumer and online media; study of magazine markets and selling techniques for the freelance writer; and hands-on practice under deadline pressure in magazine and feature writing in newsroom conditions. Students will write, edit, and analyze their own work as well as stories written by their peers, and will read the work of successful magazine and book authors. (F)

**COMM 554 Relational and Interpersonal Communication Behavior (3)** Relational and Interpersonal Communication Behavior examines communication behaviors in interpersonal relationships, ranging from day-to-day encounters to the most significant and critical relational events. Exploration will include relationship development, maintenance, and dissolution, the creation, expression and meaning of messages, and how behavior impacts those engaged in interpersonal relationships. Specific emphasis is on application of theory and improvement of communication skills within personal relationships. (S)

**COMM 557 Social Media and Society (3)** This seminar will explore social media and society through a focus on several areas: 1) data-driven persuasion, 2) online communication and relationship management, 3) data, privacy, and ethics, 4) social media analytics, and 5) societal implications. This course builds on these concepts to explore social media theories and research. This course will also provide students with a practical overview of social media research methods and tools. (Odd S)

**COMM 569 Workshop in Communication (3)** As announced. (May be repeated for a maximum of six (6) credits.)

**COMM 575 Gender Communication (3)** Explores how our ideas about biological sex and gender and our identities as men, women and sexual beings are influenced by and contested in the communication around us, from interpersonal relationships to the mass media, from political campaigns to social movements. (Su)

**COMM 577 Family Communication (3)** An examination of current theory and research surrounding family process and communication, including the way family members communicate, make decisions, negotiate conflict, and relate with one another. Focuses on verbal and nonverbal communication skills; traditional to modern approaches to family; family roles, networks, and history; and influence of societal norms and social structures. (Su)

**COMM 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisite: Consent of instructor and graduate advisory committee.

**COMM 593 Topics in Communication (1-3)** As announced. (May be repeated for credit when topics vary.)

**COMM 599 Master's Thesis (1-6)** COMM 599 credit must total six (6) credits for graduate degree. Prerequisite: Consent of graduate advisory committee.

## COMMUNICATIVE DISORDERS

**CDIS 501 Practicum 1: Clinic (1-3)** Supervised clinical experience evaluating patients, administering speech/language assessments and therapy, holding client conferences, and maintaining records. Students must treat young children in this setting. Students must acquire Students must earn 30 hours in this practicum. (May be repeated for credit.) Prerequisite: First semester enrollment in CDIS 501 requires admission to the graduate program, concurrent enrollment in CDIS 501 Lab, completion of 504, 510, 511/L, 515, 516, 517, and verification of additional requirements as listed in the ENMU CDIS Graduate Student Handbook. (F, S, Su)

**CDIS 501L Practicum 1 Lab (1)** Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to practicums; Models of delivery and collaborative/inter-professional practice will be introduced; Cultural competence, person and family centered care, concern for persons served, and effective communication skills will be applied in case-based exercises; Students will be taught to access, evaluate, and integrate information and evidence for clinical decision making; The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized; Resume writing, interviewing skills, and other practice issues are included. This lab meets 110 minutes per week. (F, S, Su)

**CDIS 502 Practicum 2: K-12 School (1-3)** Supervised clinical experience evaluating students, administering speech/language assessments and therapy, participating in student-parent-teacher conferences\IEPs, and maintaining records. Practicum experiences should be focused on a K-12 school setting. Students must earn 100 hours in this practicum. (May be repeated for credit.) Prerequisite: CDIS 501, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 502 requires concurrent enrollment in CDIS 502 Lab. (F, S, Su)

**CDIS 502L Practicum 2 Lab (1)** Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to school-based practicums (including parent rights and federal, state, and institutional regulations); models of delivery and collaborative/inter-professional practice with school-based personnel will be discussed, especially with regard to counseling teachers and families; cultural competence, person and family centered care, concern for persons served, and effective communication skills will be applied in case-based exercises; students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in school based settings; The role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized; IEP, 504, Service Plans, and fiduciary issues related to working in school environments are included, as is RTI/SAT/MTSS, and school law. This lab meets 110 minutes per week. (F, S, Su)

**CDIS 503 Practicum 3: Community (1-3)** Supervised clinical experience evaluating clients, administering speech/language assessments and therapy, holding client conferences, and maintaining records. Sites: birth to 3, preschool, private practice, or specialty clinic. Students must earn 100 hours in this practicum. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 503 requires concurrent enrollment in CDIS 503 Lab. (F, S, Su)

**CDIS 503L Practicum 3 Lab (1)** Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to birth to three, preschool, private practice, and specialty clinic practicums (including federal, state, and institutional regulations); models of delivery and collaborative/inter-professional practice will be discussed, especially with regard to counseling other caregivers and care providers; cultural competence, person and family centered care, concern for persons served, and effective communication skills will be applied in case-based exercises; students will be taught to access, evaluate, and integrate information and evidence for clinical decision making; the role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized; IFSP, care plan, and fiduciary issues related to working in birth to three, preschool, private practice, and specialty clinics are included. This lab meets 110 minutes per week. (F, S, Su)

**CDIS 504 Fundamentals of Clinical Practice (2)** Issues of clinical practice across medical, educational, and community care settings including scope, ethical issues, professionalism, and consideration of relevant federal, state, and school law (e.g., disability categories, eligibility for services, abuse reporting). Concepts in screening/assessment, goals determination, selecting therapy targets/objectives, service delivery models, intervention approaches, functional behavior assessment/management, ADLs, and counseling in speech-language pathology will be covered, as will various therapy management issues such as universal precautions and clinical practicum procedures (e.g., scheduling, session design, therapeutic techniques/skills, data collection/documentation, and professional communications such as progress reporting, client conference procedures, report writing, IEPs, etc.). Applications of theory to client care in assessment and treatment will be introduced alongside the use of research to inform clinical practice treatment efficacy (EBP). All students will complete an inter-professional education project and a community-based prevention project in this course. Prerequisite: Admission to the graduate program. (F, S)

**CDIS 505 Practicum 4: Medical A (1-3)** Supervised clinical experience evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. Practicum experiences should be focused on skilled nursing, home health, and outpatient medically based practicums. Students must earn 100 hours in this practicum. (May be repeated for credit.) Prerequisite: Successful completion of CDIS 501, 502, completion of 100 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. First semester enrollment in CDIS 505 requires concurrent enrollment in CDIS 505 Lab. (F, S, Su)

**CDIS 505L Practicum 4 Lab (1)** Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to skilled nursing, home health, and outpatient medically based practicums (including federal, state, and institutional regulations); models of delivery and collaborative/inter-professional practice with skilled nursing, home health, and outpatient medically based providers will be discussed, especially with regard to counseling CNAs, PT/OT, social workers, nurses, physicians, and families; cultural competence, person and family centered care, concern for persons served, and effective communication skills will be applied in case-based exercises; students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in skilled nursing, home health, and outpatient medically based settings; the role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgment will also be emphasized; ISP, POC, and fiduciary issues related to working in skilled nursing, home health, and outpatient medically based environments are included. This lab meets 110 minutes per week. (F, S, Su)

**CDIS 507 Practicum in Telepractice (1-3)** Supervised clinical experience in telepractice evaluating patients, administering speech/language therapy, holding client conferences, and maintaining records. (May be repeated for credit.) Prerequisite: Completion of CDIS 542 and appropriate skill level on the KASA. (F, S, Su)

**CDIS 508 Practicum in Assessment (1-3)** Supervised clinical experience in evaluating patients, administering speech/language assessments, holding client conferences, and maintaining records. (May be repeated for credit.) Prerequisite: Appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. (F, S, Su)

**CDIS 508L Practicum in Assessment Lab (1)** Policies, procedures, ethics, professional duty, integrity, and clinical practice competency issues related to conducting evaluations and assessments across multiple settings (including federal, state, and institutional regulations); models of delivery and collaborative/inter-professional practice when conducting assessments will be discussed, especially with regard to interviewing and informing various stakeholders; cultural competence, concern for persons served, and effective communication skills will be applied in case-based exercises; students will be taught to access, evaluate, and integrate information and evidence for clinical decision making in assessment; the role of supervision, self-reflection, and analysis for the development of clinical reasoning and professional judgement will also be emphasized; POC and fiduciary issues related to conducting assessments are included. This lab meets 110 minutes per week. (F, S)

**CDIS 509 Virtual Patient Supervision in Children (a)** or Adults (b) (1) This course provides supervision for selected virtual patient cases. This course uses case-based virtual clients to address objectives, standards, and KASA outcomes. This is a one- credit elective that meets (up to) 110 minutes per week for debriefings. This course may be used to meet mandatory annual practicum requirements but cannot be used in place of a required level of practicum. (May be repeated for credit.) (F, S, Su)

**CDIS 510 Graduate Seminar 1 (1)** University and graduate catalog policies/procedures, the CDIS Graduate Student Handbook, course rotations, and degree plan templates will be explained. Practicum planning and policies/procedures will also be covered, as will the portfolio process, KASA tracking, student intervention plans, research expectations, code of ethics, scope of practice, accreditation and CFCC standards, diversity, data driven and evidence-based practice, client rights, HIPAA, FERPA, and abuse/neglect reporting. The role of professional organizations, clinical teaching/modeling, supervision, and self-assessment in practice will be explored, as will workforce issues, and improving professional interpersonal communication skills in challenging situations/conflict mediations; duty of care to clients and self. This course is satisfactory/unsatisfactory. (F, S)

**CDIS 511 Articulation/Speech Sounds and Phonology (2)** Current concepts and special considerations in studying and managing speech sound production and articulation/phonological disorders of various types; Sensory development, phonological-phonemic awareness and developmental theories are addressed; motor-based learning, and client/caregiver education, training, and counseling are reviewed. Evaluation and intervention across the lifespan, multiple disabilities, and in various treatment settings emphasized. Multicultural considerations and issues related to federal/state standards, eligibility, and legal matters will be included. Initial enrollment in CDIS 511 requires concurrent enrollment in CDIS 511 Lab. (F, S).

**CDIS 511L Articulation/Speech Sounds and Phonology Lab (1)** Phonetic practice and case study analysis for speech sound and phonological process disorders. Initial enrollment in CDIS 511 Lab requires concurrent enrollment in CDIS 511. This lab meets 110 minutes per week. (F, S)

**CDIS 513 Voice and Resonance (2)** Anatomy and physiology of the vocal and resonance systems, normal and abnormal voice and resonance productions, instrumental and perceptual evaluation, and direct/indirect management and treatment of disorders. Initial enrollment in CDIS 513 requires concurrent enrollment in CDIS 526. (F, S)

**CDIS 514 Reflective Practice 1: Seminar/Lab (1)** Developing cultural competence through cultural humility; recognizing and combating implicit/explicit bias, disparities, and inequities in healthcare, education, and patient/client services. Understanding social determinants of health effects, identifying biases/subjective constructs, language, and practices in SLP assessment (including validity/reliability of instrumentation) and treatment practices; acknowledging the impact of social constructs on service delivery and appreciating cultural identity; recognizing the needs of and expanding supports for diverse and non-traditional learners and colleagues; learning responsive practice through self-awareness, self-assessment, cultural humility, and reflection. This seminar/lab meets up to 110 minutes per week. This course is satisfactory/unsatisfactory. (F, S)

**CDIS 515 Language Sample Analysis (2)** Informal evaluation of morphology, syntax, semantics, pragmatics/social aspects, narratives, literacy, auditory-language processing, problem solving, and metalinguistics in children and adolescents. Extensive analysis and coding of language samples and other criterion-referenced measures required. Informal measures of pre-linguistic, paralinguistic, and social aspects of communication will also be discussed. (F, S)

**CDIS 516 Language Assessment (2)** Formal evaluation of morphology, syntax, semantics, pragmatics, narratives, literacy, auditory-language processing, problem solving, and metalinguistics in children and adolescents. Standardized assessments, principles of dynamic evaluation, and curriculum-based/functional assessments will be reviewed, as will pre-linguistic, paralinguistic, and social aspects of communication. Multicultural assessment and state standards, eligibility requirements, and legal issues surrounding evaluation and the administration of standardized assessments will be discussed. (F, S)

**CDIS 517 Language Intervention (2)** Intervention strategies for children and adolescents having language disorders (e.g., FIT, preschool, elementary, secondary, and DD populations). The impact of social, cultural, and linguistic variables, bilingualism/multilingualism, language and literacy, and delivery of contextually appropriate and relevant services to clients with learning disabilities, intellectual challenges, CAPD, deaf/HOH, Deaf, and neurodiverse/Autistic clients will be discussed; competent services with consideration for identity, culture, community, neighborhood, and built environments will also be explored. (F, S).

**CDIS 518 Literacy (2)** Assessment, prevention, and intervention for preschool children through adolescence, who are at risk or have been identified with language and literacy disorders. Literacy development, the relationship between language and literacy, the role of the SLP in literacy, comprehensive assessment, collaborative practice, structured literacy and multisensory intervention strategies will be covered. (S)

**CDIS 525 Fluency (2)** Current concepts and special considerations in fluency disorders including stuttering, cluttering, and other related challenges. Evaluation and intervention across the lifespan, multiple disabilities, and in various treatment settings will be emphasized. Extensive analysis and coding of fluency samples and other criterion referenced measures are required. Multicultural considerations, advocacy, client counseling, and issues related to federal/state standards, eligibility, and legal matters will be included. (F, S, Su)

**CDIS 526 Neurogenic Speech (2)** Current concepts and special considerations in studying and managing speech disorders related to neurological deficits. Initial enrollment in CDIS 526 requires concurrent enrollment in CDIS 513. (F, S)

**CDIS 528 Dysphagia/Oral-Motor (3)** Typical development of oral-motor and swallowing structures and functions; Causes, assessment, diagnosis, characteristics, and treatment across the lifespan of oral motor/orofacial myofunctional issues with emphasis on swallowing and feeding. Initial enrollment in CDIS 528 requires concurrent enrollment in 528 Lab and must be taken on campus. (F, S, Su)

**CDIS 528L Dysphagia/Oral-Motor Lab (1)**: Advanced study of endoscopic and radiographic techniques used to evaluate swallowing. Hands-on assessment and treatment practice in simulated settings. Initial enrollment in CDIS 528 Lab requires concurrent enrollment of 528 and must be taken on campus. This course has three possible sections:

- **Section A** is best for Plan 17 students. On-campus once per week for 16 weeks; 110 minutes per week (F, S)
- **Section B** is best for Plan 11 and Plan 1 students. On-campus daily for one week totaling 30 hours (Su)
- **Section C** is only for Plan 0 students; Online weekly for 220 minutes per week (Su)

**CDIS 529 Neurogenic Language (3)** Current concepts and special considerations in assessment, treatment, and management of language disorders related to neurological deficits. Characteristics, causes, and mechanisms of injury of aphasia, right hemisphere, dementia, and traumatic brain injury. Cognitive-communication and social aspects of neurogenic language will also be discussed. (F, S)

**CDIS 531 Hearing (1)** Current concepts and special considerations in the diagnosis and treatment of hearing disorders. Understanding audiology reports in applied practice will be emphasized, as will issues in aural rehabilitation. Cochlear implants and CAPD will be discussed. (F, S)

**CDIS 540 Oral Motor and Craniofacial (2)** Characteristics, causes, assessment, and treatment of oral motor/orofacial myofunctional issues with emphasis on swallowing, feeding, and speech sound production. Genetic inheritance, embryology, morphogenesis, pathomorphology, anatomy and physiology, and treatment across the lifespan for persons with craniofacial anomalies/clefts or syndromes will be discussed. Sensory integration/motor development, visual impairment/low-vision, adaptive positioning, specialized feeding equipment and client/caregiver education, training, and counseling are reviewed. Chronic disability and end of life care are discussed. (F, S)

**CDIS 542 Telepractice (1)** Principles of telepractice in service delivery; Technology, media platforms, methods, and materials will be included, as will issues of HIPAA compliance, billing, and licensure across states. Students who completed CDIS 442 as an undergraduate cannot receive degree plan credit for this course. (F, S, Su)

**CDIS 551 Neurodiversity and Augmentative-Alternative Communication (3)** This course will familiarize students with methods to evaluate and treat people who are neurodiverse, neurodivergent, and those who are non-verbal or who have limited verbal communication. Genetic inheritance, syndromes, progressive neurological diseases, and other etiological and concomitant conditions are discussed. Authentic assessment, functional communication evaluation, ecological inventories, functional and applied behavioral analysis, grant-funding, and client/family counseling are specifically addressed, as is chronic disability and end of life care. Pre-linguistic, paralinguistic, and social aspects of communication are emphasized. Low/high tech systems, task analysis, social and legal issues, and feature matching across several modalities will be included (i.e., listening, speaking, reading, and writing). Students will complete a systematic review and a grant fund proposal in this course. (F, S, Su)

**CDIS 554 Current Trends and Professional Issues Seminar/Lab (1)** Examination of current trends and professional issues in the field of speech-language pathology, including RTI/SAT/MTSS school law, and caregiver/parent rights. Technology developments, interprofessional and other models of practice, access to services, billing, and federal, state, and institutional regulations and policies related to service delivery are considered. Professional duty, accountability, fiduciary responsibility, and issues in supervision/support personnel are discussed. Specific content in client counseling/communication, multicultural issues/cultural competence, and advanced ethical issues in CDIS will also be addressed. Prerequisite: Concurrent enrollment or successful completion of CDIS 503 or 505. This course may only be taken in the final year of CDIS matriculation. This lab meets up to 110 minutes per week. (F, S)

**CDIS 561 Methods in Clinical Research and EBP (2)** An introduction to clinical research methodology in communicative disorders with a specific focus on single subject and other small group direct intervention designs. The role of research in assessment/intervention using evidence-based practices will be emphasized through critical review of published research. Students will solve clinical problems and evaluate therapy practices using EBP/PICO designs. Students will learn and apply the components of quality literature reviews and methodologies for clinical research. Systems evaluation models will also be addressed. Students must be enrolled in or have completed a statistics course with a "C" or better to take CDIS 561. (F, S)

**CDIS 564 Analysis and Presentation in Clinical Research and EBP (1)** Capstone research course requiring integration/synthesis of EBP findings, descriptive/inferential statistical analysis of data, and determination of appropriate inferences/generalizations and limitations of findings for client diagnosis/POC development. Students will be required to present and defend evidentiary findings showcasing a fully developed simulated case in a formal venue. Securing funding for action research projects is addressed. Prerequisite: CDIS 561. (F, S)

**CDIS 564L Analysis and Presentation in Clinical Research and EBP Lab (1)** Focused project development lab for CDIS 564 research simulation requirement. This lab will assist students in conceptualizing, organizing, and completing their projects, as well as in creating, analyzing, and explaining data. Consultation for applying visual and statistical analysis will be available. (May be repeated for credit.) Prerequisite: CDIS 561. This lab meets up to 110 minutes per week. This course is satisfactory/unsatisfactory. (F, S)

**CDIS 569 Workshop in Communicative Disorders (1-3)** As announced. (May be repeated for a maximum of six (6) credits)

**CDIS 579 Individual Research (1-3)**. Independent study. (May be repeated for a maximum of four (4) credits in either area.) A) Audiology or B) Speech-Language Pathology. Prerequisite: Consent of instructor.

**CDIS 580 Case Studies in CDIS (3)** Administer, score, analyze, and synthesize results of formal evaluations to compose professional reports and plans of care for pediatric through geriatric populations across a variety of disorders. Professional behaviors, communications, and counseling with clients, caregivers, IPP teams, and other stakeholders will also be emphasized. (Su)

**CDIS 584 Reflective Practice 2: Seminar/Lab (1)** Developing adaptable, responsive practice skills via active listening, managing empathy, and developing intentional communication strategies. The impact of chronic disability and providing trauma informed and end of life care are discussed. Motivational interviewing, difficult conversations, patient counseling, and professional partnership, mediation, and leadership skills; advocacy, self-care, and compassion fatigue will be addressed. This seminar/lab meets up to 110 minutes per week. This course is satisfactory/unsatisfactory. (F, S)

**CDIS 589 Internship in Speech-Language Pathology: Medical B (1-8)** Supervised clinical experience in evaluation and therapy at a cooperating institution, with selected study in pertinent areas. Students in 589 will deliver treatment to multiple clients/advanced clients at a single/multiple setting(s), and complete intermediate to advanced evaluations/assessments with minimal assist. Practicum experiences may be obtained at off-campus sites such as outpatient/inpatient hospitals/clinics, rehabilitation centers, acute care settings, and specialized clinics/centers. Other settings may be available with approval of the Graduate Coordinator. CDIS 589 enrollment requires that students complete full-time work for eight weeks or more. Students must earn 100 hours in CDIS 589. Part-time equivalents (fewer hours per week for nine or more weeks) may be arranged if available and approved by the Graduate Coordinator. Students must follow the established schedule of the supervising therapist at the participating site. Students should be advised that some clinical internship sites require 10–16-week commitments. (May be repeated for credit). Prerequisite: Successful completion of CDIS 503 or 505, completion of 300 clock hours, appropriate skill level on the CPSA and KASA, and verification of additional requirements as listed in the Graduate Student Handbook. Weekly classroom seminars may be required. (F, S, Su)

**CDIS 590 Graduate Seminar 2 (2)** A comprehensive integration and analysis of the field of speech-language pathology. Evaluation and synthesis of information and evidence for clinical decision in case-based settings. Clinical operations, human resource management, and marketing will be explored, as will certification, licensure, CFY expectations, issues in supervision, and the use of clinical assistants. NESPA/PRAXIS preparation activities are required. Completion of the graduate portfolio and simulated ground rounds conclude this clinical capstone experience. Prerequisite: Concurrent enrollment or successful completion of CDIS 503 or 505, 554, and 564. This course may only be taken in the student's final semester of academic (non-clinical) course enrollment unless specifically approved by the Graduate Coordinator. (F, S)

**CDIS 591 KASA Development (1-3)** Focused assignments and assessment for KASA outcomes. Students should only enroll in this course as instructed. This course is satisfactory/unsatisfactory. (F, S, Su)

**CDIS 593 Topics in Communicative Disorders (1-3)** As announced. (May be repeated for credit.)

## COMPUTER SCIENCE

**CS 569 Workshop in Computer Science (1-3)** As announced. (May be repeated for a maximum of six (6) credits.) As announced.

**CS 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**CS 593 Topics in Computer Science (1-3)** As announced. (May be repeated for credit.)

## COUNSELING

**COUN 501 Professional Orientation in Counseling (3)** Designed to introduce the student to the following aspects of the counseling profession: history, professional roles, functions, and relationships with other human service providers; professional standards, code of ethics, professional organizations-primarily ACA, and its divisions; professional certification, licensure, and accreditation practices and standards. Overview of theory, practice, methods, and basic principles used by counselors in various settings. (F, S)

**COUN 502 Advanced Psychopathology (3)** Designed to give counselors an understanding of maladaptive behavior patterns. Etiology, diagnosis, and treatment of emotional disturbances are emphasized. Students will also become familiar with the relevant diagnostic manual. Prerequisite: COUN 501, 516, 533, 544. (S)

**COUN 509 Introduction to Clinical Mental Health Counseling (3)** Designed to examine professional issues, program development, client characteristics and community needs assessment of clinical mental health counseling. Students will learn the basics of being a mental health counselor in the community. Prerequisite: COUN 501, 516, 533, 544. (F)

**COUN 510 School Counseling (3)** Designed to provide foundational knowledge and skills for the practice of school counseling. Counseling program development, implementation and evaluation will be provided using the ASCA National Model: A Framework for School Counseling Programs. Additional topics include historical background; the role, function, and responsibilities of school counselors; ethical and legal considerations; program management skills; collaboration; consultation; coordination and counseling skills. Emphasis on local, state, and national counselor competencies and standards. Prerequisite: COUN 501, 516, 533, 544. (S)

**COUN 512 Trauma and Crisis Counseling (3)** Designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community. Prerequisites: COUN 501, 516, 533, 544. (Even S, Odd Su)

**COUN 513 Gender Studies and Human Sexuality (3)** Designed to provide a synthesis of information to introduce students to gender issues and male and female development from prenatal experience through retirement. Students will have an opportunity to examine components of women's and men's lives such as gender comparisons in cognitive abilities, achievement motivation, social characteristics, and personality characteristics; work experiences; physical health and psychological disorders; love relationships and sexuality; and violence related to gender. The course should prepare students to be more aware of specific gender issues that impact the course of psychotherapy. Prerequisites: COUN 501, 516, 533, 544. (Odd S, Even Su)

**COUN 514 Addiction Counseling and Psychopharmacology (3)** Designed to provide counselors in training with an overview of the addictive process and the practice of addiction counseling. Models of addiction along with professional issues in Addiction Counseling, Co-occurring disorders, such as process addiction and mental illnesses will be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the lifespan. Assessment, diagnosis, and treatment of addiction with diversity & advocacy issues are explored. Prerequisites: COUN 501, 502, 516, 533, 544. (Even F, Odd Su)

**COUN 516 Ethics (3)** Designed to focus on the ethical standards that govern the counseling profession. Current legislation and court decisions affecting professional behavior are examined. Particular emphasis is placed on the individual counselor's development of a professional identity within legal and ethical parameters. Prerequisites: COUN 501, 533, 544 (may be taken concurrently). (F, S)

**COUN 517 Techniques in Counseling (3)** Designed to cover the basic attending and relationship building skills needed to develop and establish a therapeutic counseling relationship. Students will learn how to establish clear counseling goals and objectives, design intervention strategies, evaluate client outcome, and terminate the counseling relationship. Students will also learn a basic model for direct intervention. Virtual Lab Requirement: As part of this course, students are required to participate in a three-day virtual lab focused on practicing counseling technique skills with instructors. Lab dates will be announced at the beginning of the course. Full attendance is mandatory. Failure to attend the lab in its entirety will result in a failing grade for the course. Prerequisites: COUN 501, 516, 533, 544. (F)

**COUN 533/EDF 500 Research Seminar/Educational Research (3)** Introduction to counseling research including historical, descriptive, and experimental designs. Candidates will be required to design and write a research report on some aspect of counseling thought or practice. (F, S, Su)

**COUN 542 Career and Lifestyle Development (3)** Designed to examine major career and lifestyle developmental theories. Practice in the use of instruments and activities that assess career interest, aptitude, feasibility, and decision-making. Prerequisites: COUN 501, 516, 533, 544. (S)

**COUN 544 Theories of Counseling (3)** Designed to provide an overview of the major theories in counseling. The historical, philosophical, societal, cultural, economic, and political dimensions of counseling theory are included, as well as current trends in counseling; roles, functions, and professional identity of counselors; ethical and legal issues related to the practice of counseling. (F, S)

**COUN 545 Family Counseling (3)** Designed to provide an overview of family systems theory and major models of family interaction. Common family counseling scenarios are simulated, and prominent therapeutic interaction skills are practiced. Prerequisite: COUN 501, 516, 533, 544. (F)

**COUN 547 Group Counseling (3)** Designed to examine group dynamics from a theoretical and experiential perspective. Practice of basic interaction skills, particularly those skills that are indicative of therapeutic group facilitation, or leadership. Each student participates in a group counseling experience. **Virtual Lab Requirement:** As part of this course, students are required to participate in a three-day virtual lab focused on practicing group counseling technique skills with instructors. Lab dates will be announced at the beginning of the course. Full attendance is mandatory. Failure to attend the lab in its entirety will result in a failing grade for the course. Prerequisite: COUN 509, 516, 517. (S)

**COUN 549 Advanced Techniques in Counseling (3)** Designed to be an in-depth study of specific theoretical interventions and to introduce the student to appropriate professional behavior in the clinical setting. The course will provide practice, experience and skills needed in the counseling environment, such as intake, assessment, diagnosis, case conceptualization, treatment planning and record keeping. Students will learn the process of working with a client from intake to discharge. Special consideration will be paid to multicultural, advocacy and ethical considerations. Prerequisites: COUN 517. (S)

**COUN 555 Human Growth and Development (3)** Designed to examine the span of human psychological growth as it is influenced by developmental predisposing needs. Students will explore their own preconceptions relevant to adaptive human growth, and they will synthesize interventions useful in counseling circumstances. Prerequisite: COUN 501, 516, 533, 544. (F)

**COUN 556 Social and Cultural Foundations (3)** Designed to examine cultural and social issues that may influence the counseling experience. Students will practice skills designed to increase counselor awareness, sensitivity, and responsiveness to cultural difference. Prerequisite: COUN 501, 516, 533, 544. (Odd F, Even Su)

**COUN 569 Workshop in Counseling (1-3)** As announced. (May be repeated for a maximum of three (3) credits.) Prerequisite: Consent of graduate coordinators.

**COUN 575 Counseling Assessment (3)** Designed to examine functions of testing and measurement in education; educational and social issues related to testing and the use of test results; theoretical aspects of psychometrics; selection of commercial standardized test; and common commercial standardized tests. Prerequisites: COUN 501, 516, 533, 544. (Even F, Odd Su)

**COUN 579 Individual Research (1-3)** Independent Study. (May be repeated for a maximum of three (3) credits.) Prerequisite: Consent of graduate coordinators.

**COUN 580 Counseling Children and Adolescents (3)** Designed to provide a conceptual framework for developmentally appropriate counseling interventions for children, adolescents, and their families. Ethical and legal considerations that involve counseling minors. Prerequisite: COUN 501, 516, 533, 544. (Odd F, Even Su)

**COUN 593 Topics in Counseling (1-3)** As Announced.

**COUN 597 Practicum in Counseling (3)** Designed to facilitate continued development of skills learned in COUN 549. Students develop conceptual and professional skills through a supervised field site experience as they engage in various specified counseling and related activities during a minimum of 100 hours in an agency or educational setting. Satisfactory performance at the field site and during on-campus class meetings must be demonstrated before students can proceed to internship (COUN 598). Students in Clinical Mental Health Counseling must complete their Practicum and Internship under the supervision of a mental health counselor with two years of experience in clinical counseling. Social Workers, licensed marriage and family therapists, psychiatrists, psychologists, etc. do not meet the requirements for supervision. Students will begin the development of their capstone project during this course. Enrollment requires Practicum/Internship Coordinator approval. Prerequisite: 510 (for students completing a School Counseling degree), 547, 549 (for students completing a clinical mental health degree). May take concurrently. (F, S).

**COUN 598 Internship/Seminar (3 – Must take twice for six hours of credit)** Designed to provide an extensive supervised experience in a setting closely aligned with student's chosen program. The primary goal is the integration of process, conceptualization, professional and interpersonal skills. This course requires approximately 20 contact hours of field site experience per week for a total of 300 contact hours per semester. Students in Clinical Mental Health Counseling must complete their Practicum and Internship under the supervision of a mental health counselor with two years of experience in clinical counseling. Social Workers, licensed marriage and family therapists, psychiatrists, psychologists, etc. do not meet the requirements for supervision. Students will complete their capstone project work during this course. Prerequisites: COUN 597. (F, S)

## CURRICULUM AND INSTRUCTION

**CI 521 Professional Research (3)** Research as systematic, intentional inquiry into one's own practice, which includes the framing of research questions and development of the necessary tools for collection and analysis of data. Must be completed with a grade of "B" or better. (F, S, Su)

**CI 531 Critical Pedagogy and Educational Reform (3)** Candidates analyze and critique hegemonic practices in education. Marginalization, alienation, violence, poverty, and "othering" will be examined as structural mechanisms designed to selectively empower and oppress students in educational settings. Must be completed with a grade of "B" or better. (F, S, Su)

**CI 540 Teacher Leadership (3)** Educational leaders contribute to students' success through informed decision-making and practice. This course focuses on developed and emerging curricular and instructional practices that contribute to student achievement. (F)

**CI 591 Capstone Seminar in Curriculum, Instruction, and Assessment (3)** An in-depth examination of interrelated issues that involve curriculum, instruction, and assessment. Emphasis on alternative assessment strategies, interpretation of assessment data, and data-driven changes in curriculum and instruction. Must be completed with a grade of "B" or better. (F, S, Su)

**CI 593 Topics in Curriculum and Instruction (1-3)** As announced. (May be repeated for a maximum of six credits.)

**CI 569 Workshop in Curriculum and Instruction (1-3)** As announced. Only workshops in a Curriculum and Instruction area of education are acceptable for credit. (Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee.)

**CI 579 Individual Research (1-3)** Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**CI 590 Graduate Project (1-6)** A graduate project designed as a culminating exhibition of mastery of the content of the candidate's program.

## EARLY CHILDHOOD EDUCATION

**ECE/ELED 565 Child Guidance (3)** The teacher in guidance; parent-teacher relationships; interagency cooperation. Concurrent enrollment: ECE 565L. Prerequisite: Consent of instructor. (S)

**ECE/ELED 565L Child Guidance Laboratory (1)** Supervises observation and teaching of young children in the ENMU Child Development Center. Includes planning and implementing experiences with young children. Concurrent enrollment: ECE 565. Prerequisite: Consent of instructor. (S)

**ECE/ELED 582 Methods of Early Childhood Education (4)** Developmentally appropriate curriculum, materials, and methods for the early childhood classroom. Those who have previously taken ECE 482 may not register for ECE/ELED 582. Prerequisite: EDF 501 or 538. (F)

**ECE/ELED 584 Practicum in Early Childhood Education (6)** Placement in an early childhood program. Supervised observation, planning, teaching, evaluation of learners and working with parents of young children. Prerequisite: ECE/ELED 565/565L. (F, S, Su)

## ECONOMICS

**ECON 525 Managerial Economics (3)** Application of economic theory to problems of business management: profit, demand, cost competition, employment of factors of production and capital budgeting. Prerequisite: BUS 555 or CPC completion. (F, S)

**ECON 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisite: Approval of instructor and graduate coordinator required.

**ECON 593 Topics in Economics (1-3)** Graduate topics in Economics. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisites: Entry into the MBA program.

## EDUCATION ADMINISTRATION

**EDAD 525 Educational Personnel (3)** Present strategies for staff recruitment, pre-service training, and staff development. (F, S, Su)

**EDAD 526 Visionary and Ethical Leadership (3)** Examination of current literature and major writers relative to theories of leadership. All candidates will develop a personal set of goals for the development of their own "leadership style." (F, S, Su)

**EDAD 535 The Principalship (3)** Identification of systems of interest (including community, parents, students, teachers, administrators, and the media) and developing communications that promote involvement, interest, ownership, and commitment. Data-informed decision-making processes and communication of results, progress, and involvement strategies to engage all stakeholders in the school improvement process are also addressed. (F, S, Su)

**EDAD 559 Curricular Leadership (3)** Theories of practice of learning, pedagogy, and professional development to achieve effectiveness in the principal's roles as the instructional leader in the core curriculum. (F, S)

**EDAD 560 School Law (3)** A study of the legal, legislative, and fiscal requirements that must be incorporated into the governance of a school system. The process of critical analysis and citizen involvement in a democracy will be applied. Must be completed with a grade of "B" or better. Prerequisite: EDF 500. (F, S, Su)

**EDAD 569 Workshop in Education Administration (1-3)** As announced. Only workshops in administration area of education are acceptable for credit on administrative certificate. (Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee.)

**EDAD 579 Individual Research (1-3)** Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**EDAD 582 School Finance (3)** General school administrative responsibilities in a culturally diversified society with special emphasis on the development of budgets that fulfill state and federal requirements at the program, building and district levels. (F, S, Su)

**EDAD 593 Topics in Education Administration (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**EDAD 597 Internship I (3)** Experience working in a public-school setting under supervision of a public school administrator. The internship must include a minimum of 90 clock hours accrued during the semester. Prerequisite: Completion of 30 hours of coursework as a degree-seeking student or 18 hours of coursework as a "licensure only" student; Consent of graduate advisor and coordinator of administrative internships. (See Internship Manual for requirements.) May not be taken concurrently with EDAD 598. (F, S)

**EDAD 598 Internship II (3)** Experience working in a public-school administration setting under supervision of a public-school administrator. The internship must include a minimum of 90 clock hours [accrued during the semester. Prerequisites: Successful completion of EDAD 597 with a grade of "B" or better consent of graduate advisor and coordinator of administrative internship. Candidates must be in good standing with the ENMU Graduate School. (See Internship Manual for requirements.) May not be taken concurrently with EDAD 597. (F, S)

## EDUCATION FOUNDATIONS

**EDF 500/COUN 533 Educational Research/Research Seminar (3)** Introduction to educational research including qualitative, quantitative, descriptive, experimental, and action-research designs. Candidates will be required to design and write a research report on some aspect of educational or counseling thought or practice. Must be completed with a grade of "B" or better. (F, S, Su)

**EDF 501 Curriculum: Theory into Practice (3)** Theory and principles of curriculum development in the public school. Prerequisite: EDF 500. (F, S)

**EDF 503 Educational Psychology (3)** Major topics of educational psychology, memory, intelligence, cognition, and the areas of social, emotional, language and moral development. Information processing, creativity, problem solving, giftedness, learning differences and cognitive disabilities also considered. (F)

**EDF 515 Theories of Learning and Motivation (3)** A comparison of behavioristic, cognitive, gestalt and constructivist theories; motivational techniques; their applications to classroom learning. Must be completed with a grade of "B" or better. (F, S, Su)

**EDF 530 Assessment (3)** Assessment procedures and interpretation of basic measurement, grading and scoring; development of test writing skills leading to program development for teachers at all levels. Must be completed with a grade of "B" or better. (F, S)

**EDF 536 American Curriculum History (3)** Historical antecedents and significant trends in the development of the modern American curriculum, emphasizing major interest groups, proposals and decisions related to the curriculum during the first half of the 20th century. Prerequisite: EDF 500. (F, S)

**EDF 538 Instructional Design (3)** Theory and application of instructional design process in various educational settings. Emphasis on designing quality instruction to maximize student academic learning. (F, S, Su)

**EDF 569 Workshop in Education Foundations (1-3)** As announced. (Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee.) Prerequisite: Consent of instructor.

**EDF 579 Individual Research (1-3)** Independent study in education foundations. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**EDF 583 Field Studies in Education Foundations (1-3)** (May be repeated for a maximum of six (6) credits with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken. (F, S, Su)

**EDF 593 Topics in Education Foundations (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

## ELEMENTARY EDUCATION

**ELED 508 Analysis of Elementary Education (3)** Builds basic knowledge and skills found in the NM Competencies for beginning level elementary teachers. Includes a practicum if not teacher of record. Course is designed for candidates in the Elementary Alternative Licensure Program. Concurrent enrollment in ELED 521 Internship I required. Pre-requisite: Admission into the alternative licensure program. (F, S)

**ELED 511 Trends in Science and Mathematics Education (3)** Examination of cognitive theories for understanding of science and mathematics. In-depth look at trends including literacy, problem-solving, inquiry, discovery, and technology applications in the modern elementary classroom. (F, S, Su)

**ELED/RED 520 Literacy through Multimodalities (3)** See RED 520 for course description. (F, Su)

**ELED 521 Internship I (1)** Field-based professional development and mentoring in a K-8 elementary classroom with particular focus on daily routines, classroom management, and expectations in an elementary classroom. Concurrent enrollment in ELED 508 required. Candidates must be admitted to the Elementary Alternative Licensure Program and be the teacher of record in a public-school classroom. (F, S)

**ELED 522 Internship II (1)** Field-based professional development and mentoring in a K-8 elementary classroom with particular focus on assessment and instruction. Candidates must be admitted to the Elementary Alternative Licensure Program and be the teacher of record in a public-school classroom. (F, S)

**ELED 523 Internship III (1)** Supervised classroom teaching experiences designed to put theory in practice and increase teaching skills. Prerequisites: Complete all required licensure coursework and pass all NES exams required for elementary licensure. (F, S)

**ELED/SED 529 Operating Systems, Networking and Cloud Computing for Teachers (3)** An overview of operating systems, including Mac and Windows, basic networking concepts, and implications and understanding of cloud computing at the local school and district level. (F)

**ELED/SED 531 Social Issues and Ethics in Digital Computing for Teachers (3)** Explores the social and ethical issues confronting classroom teachers. Areas to be explored: understanding what computer ethics means and its implication for 21st Century Learning; risks of computing in the digital classroom; privacy and copyright issues, and what it means to be connected to a digital world. (Su)

**ELED/SED 532 Technology Integrated Curriculum (3)** The focus for this course is to support educators in designing lessons and courses that focus on developing and deepening student understanding while incorporating technology resources. (Su)

**ELED/SED 535 Technology Curriculum Design and Action Research (3)** This course is designed to implement units supported by technology, within a classroom setting, perform action research using advanced curriculum design and enhance technology skills within a K-12 classroom. Prerequisite: ELED 532. (F)

**ELED/SED 537 Technology Leadership (3)** This course is designed to support educators as they transition into becoming an instructional technology leader within their school and district. Prerequisites: ELED 532. (S)

**ELED/SED 538 IT Project Management for Teachers (3)** This course will introduce participants to project management concepts, tools, and techniques, including the five project management process groups, the nine project management knowledge areas, and how a skillful project management balances the triple constraints in order to deliver project results on time, within the budget, and to the satisfaction of the project stakeholders. (S)

**ELED/SED 540 Creativity Across the Curriculum (3)** A study of the theoretical and practical aspects of creativity. Introduction to major definitions, theories and research, techniques for teaching, adapting curriculum, instruments, enhancing personal creativity and encouraging creativity in children. (F, Su)

**ELED/SED/RED 542 Integrated Technology & Literacy Through Project Based Learning (3)** Explores aspects of creating student-led projects using technology. Project-Based Learning (PBL) will be used as a vehicle to explore ways to engage students in literacy, diversity, and inquiry-based learning. Specific areas to be covered will be 21st Century Learning, in-depth inquiry, driving questions and assessments. (F, S)

**ELED 569 Workshop in Elementary Education (1-3)** As announced. (Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee.)

**ELED 579 Individual Research in Elementary Education (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**ELED 590 Graduate Project (1-6)**. A graduate project designed as a culminating exhibition of mastery of the content of the candidate's program.

**ELED 591 Graduate Seminar in Elementary Education (1-3)** Selection and study of a problem in the elementary school. A research report is required. Prerequisite: Permission of graduate advisory committee.

**ELED 593 Topics in Elementary Education (1-3)** As announced. (May be repeated with permission of advisor.)

**ELED 599 Master's Thesis (1-6)** (ELED 599 credit must total six (6) credits for graduate degree.) Prerequisite: Consent of graduate advisory committee.

## ENGLISH

**ENGL 500 Literary Theory (3)** Introduction to some of the theoretical and philosophical texts and literary movements that inform and influence the reading of literature. Prerequisite: Graduate standing. Required for all graduate students in English. (Odd F)

**ENGL 501 Pedagogy of College Writing (3)** Practical and theoretical approaches to the teaching of writing on the college level. Prerequisite: Graduate standing. Required for all graduate teaching assistants in English. (F)

**ENGL 502 Bibliography and Methods (3)** Introduction to the research tools and methodology of literary scholarship. Prerequisite: Graduate standing. Course required for all graduate students in English. (Even F)

**ENGL 503 Graduate Survey of British, American, and Global Literature in English (3)** Intensive reading survey of British and American literary traditions, as well as global literature written in English. Designed for comprehensive exam preparation, for students requiring leveling work in literary studies and as a content course for those planning to teach. (Even S)

**ENGL 504 Writing for Publication (3)** Intensive writing class designed to produce publishable articles and professional writing samples. Includes instruction about identifying journals' varied research requirements and for locating appropriate publication outlets. (Even S)

**ENGL 506 Visual Rhetoric and Design (3)** Exploration in and application of theories related to visual rhetoric and design. Students will analyze and practice producing materials within various visual genres, including flyers, websites, social media, reports, and more. The course focuses on developing skills for designing well-organized, ethical, accessible materials for a variety of purposes and audiences. Prerequisite: Graduate standing. (Odd F)

**ENGL 508 Grant Writing (3)** Introduces students to researching, evaluating, and writing successful and ethical grant proposals. The concepts and theories discussed can be applied to business, individual, government, and non-profit proposals. Students will identify funders, translate objectives to a lay audience, create meaningful evaluation criteria, and develop the rhetorical skills needed to read an RFP and target the specific expectations of a granting agency in form, content, and style. (Even F)

**ENGL 511 Inclusion and Resistance: Americas (3)** Intensive textual investigations into the dynamics of marginalization and acceptance in cultures of the Americas, in arenas of cultural identity, transnational narrative, and perceptions of nature and progress. (Even S)

**ENGL 512 Inclusion and Resistance: Europe (3)** Intensive textual investigations into the dynamics of marginalization and acceptance in European cultures, in arenas of cultural identity, transnational narrative, and perceptions of nature and progress. (Odd S)

**ENGL 513 Fiction Writing (3)** Intensive workshop courses focusing on short fiction, the novella, or the novel. Prerequisite: Graduate standing. (May be repeated for credit because topics vary.) (Even F)

**ENGL 514 Poetry and Creative Nonfiction (3)** Intensive workshop course investigating the borderlands where lyric and nonfiction come together, comingle, and blur genre lines. Prerequisite: Graduate standing. (Odd S)

**ENGL 526 American Authors/Genres/Themes (3)** Selected authors, literary forms, or unifying cultural or ideological concepts as represented in American literature. See schedule for specific course content. (May be repeated for credit because topics vary.) Prerequisite: Graduate standing. (Odd F and Odd S)

**ENGL 530 British Authors/Genres/Themes (3)** Selected authors, literary forms, or unifying cultural or ideological concepts as represented in British literature. See schedule for specific course content. (May be repeated for credit because topics vary.) Prerequisite: Graduate standing. (F)

**ENGL 547 Literary and Cultural Studies (3)** Organizing principles, ideologies, or symbols in relation to specific cultural contexts. Not limited to literary texts. See schedule for specific course content. Prerequisite: Graduate standing. (May be repeated for credit because topics vary.) (S)

**ENGL 569 Workshop in English (1-3)** As announced. (May be repeated for a maximum of six (6) credit hours.)

**ENGL 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**ENGL 593 Topics in English (1-3)** As announced. (May be repeated for credit.)

**ENGL 589 Internship (3)** Students may enroll in the internship course from one (1) to three (3) credit hours (repeatable up to 4 credit hours). For each credit hour, a minimum of 50 clock hours of on-the-job experience related to the discipline must be completed. As an extension of academic experience, this internship provides practical experience in an appropriate organizational setting to prepare students for their careers. Students will consult with their advisor and the instructor to determine area of specialization relevant to their career goals. This course is graded S/U (Satisfactory/Unsatisfactory). Prerequisites: Instructor, academic advisor, and dean approval. (As announced)

**ENGL 598 Master's Portfolio (3)** An option within the Professional and Public Writing option. A portfolio that demonstrates students' ability to create professional writing and/or develop effective pedagogical materials, depending on their area of interest, as well as a critical introduction in support of their portfolio. Prerequisite: Graduate standing and consent of graduate coordinator and instructor.

**ENGL 599 Master's Thesis (6)** Must total six (6) credit hours for graduate degree. Prerequisite: Graduate standing and consent of graduate advisory committee.

## FINANCE

**FIN 541 Managerial Finance (3)** Business organization and structure: techniques and problems of decision-making for efficient management, a basis for planning and controlling in relation to enterprise objectives. Prerequisite: Entry into the MBA program and ACCT 551. (F, S)

**FIN 568 International Financial Management (3)** Theory and practice of financial decision making in international markets. Emphasis is placed on the financial management related to a multinational corporation. Major topics include foreign currencies, exchange rate determination and parity conditions, foreign exchange exposure, and risk management. Prerequisite: FIN 541. (S)

**FIN 570 Capital Markets and Institutions (3)** Theory and practice of financial intermediation. Emphasis is placed on exploring the structure and function of U.S. capital markets and institutions. Major topics include capital market instruments, roles of traditional and nontraditional financial intermediaries, financial system stability, and regulation of financial institutions. Prerequisite: FIN 541. (F)

**FIN 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisites: Approval of instructor and graduate coordinator required.

**FIN 580 Investment Portfolio Management (3)** Theory and practice of investment portfolio management. Emphasis is placed on portfolio construction, monitoring, and evaluation. Major topics include Modern Portfolio Theory, valuation principles and practices, equity and bond portfolio management, risk management, and portfolio evaluation. Students will also gain hands-on experience making real-time investment decisions. Prerequisite: FIN 541. (F)

**FIN 593 Topics in Finance (1-3)** Graduate topics in Finance. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisite: Entry into the MBA program.

## GEOLOGY

**GEOL 539 Teaching in Earth Sciences (1)** Methods, resources, safety and lesson plans in teaching geology lecture and laboratory. Open only to students working toward teaching licensure. Prerequisite: Consent of instructor.

**GEOL 554 Geochemistry (3)** Application of chemical principles to the study of geologic systems, aqueous geochemistry, crystal chemistry, surface chemistry, thermodynamics, oxidation reduction, radioactive and stable isotopes, kinetics. (Even F)

**GEOL 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**GEOL 593 Topics in Geology (1-3)** As announced. (May be repeated for credit.)

## HEALTH AND PHYSICAL EDUCATION

**HPE 502 Research Methods (3)** Broad introduction to professional literature on health, physical education, human performance, and sport administration topics. Introduction to basic statistical techniques. Graduate students will write article summaries, develop a research question/problem, and complete a research proposal. HPE 502 should be taken within the first six (6) hours of enrollment. Prerequisite: Must be degree-seeking within HPE. (F, S)

**HPE 510 Social and Psychological Aspects of Sports (3)** This course will analyze current issues in sport and physical activity organizations from a sociological and psychological perspective. Topic emphasis will be placed on understanding current issues from both an individual as well as an organizational perspective. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 526 Sport Finance and Economics (3)** The course will examine the various ways to finance sport, from constructing sport facilities to financing events and operations. Topics covered include budgeting, fund raising, financial statements, and the economic impact of sport. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (F)

**EXSC 527 Applied Sports Psychology (3)** This course focuses on developing an in-depth understanding of psychological interventions to enhance sports performance in both individual and team sports settings. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (F)

**EXSC 529 Science of Human Movement (3)** Fundamental background class for understanding safe coaching techniques. Includes underlying concepts in biomechanics, exercise physiology and motor behavior. (Su)

**HPE 532 Sport Facility Management (3)** Overview of sports facility planning and management, including the design, construction, and operation of indoor and outdoor sports and recreation facilities. Topics covered include maintenance, security, scheduling, staffing, crowd control, and risk management. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 533 Management and Leadership in Sport (3)** Theories pertaining to management and leadership including the study of traditional content areas such as planning, organizing, staffing, and budgeting, and the role of administration as applied to sport, recreation, and physical education programs. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (F)

**HPE 534 Sport and the Media (3)** Examination of the sport media industry, its relationship to sport marketing and its impact on sport and sport organizations is explored. Topics covered include how athletes/coaches/fans/teams/leagues and other sport organizations use the role of traditional media, new media, and social media to build their brands and manage their image. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 537 Ethics in Sport (3)** Theory, role, and application of ethics in the decision-making process as it relates to sport and sport organizations. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (F)

**HPE 538 Sport Law & Risk Management (3)** Extensive overview of legal principles that apply to sports, recreation, and physical activity. A broad range of legal areas are covered, including negligence, constitutional law, statutory law, contracts, antitrust, labor law, and risk management. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 548 Strategic Sport Marketing (3)** Principles of marketing when applied to sports, recreation, and institutional fund-raising. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 569 Workshop in Physical Education (1-6)** As announced. (May be repeated for a maximum of six (6) credit hours.) (TBA)

**HLED 575 Women's Sport/Wellness Issues (3)** Survey of selected topics in women's sports and wellness. Topics may include current, historical, physiological, psychological, and legal issues. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (S)

**HPE 577 Sport Event Management (3)** Principles and practices of planning, funding, operating, and evaluating indoor and outdoor sporting events and recreational activities internationally and in the United States. Topics covered include staffing, budgeting, marketing, promotion, key organizations, media, trends, security, and risk management. Prior completion of HPE 502 is strongly recommended or concurrent enrollment. (F)

**HPE 578 Sport Administration Capstone (3)** A faculty-directed integrative experience capstone course. Graduate students will develop and implement applied assignments and exams. This course will provide evidence that graduate students can synthesize and apply information completed within the coursework of the program. Graduate students must be in the final semester of enrollment or within the final six (6) hours of coursework and have completed all other required coursework prior to registration for HPE 578. HPE 578 must be successfully completed with a grade of B or better. Candidates must be in good standing with the ENMU Graduate School at the time of enrollment. (F, S)

**HPE 579 Individual Research (1-3)** Independent study. Prerequisite: Consent of instructor. (May be repeated for a maximum of three (3) credits.) (TBA)

**HPE 589 Internship (3)** A practical and novel work experience in an area related to student's area of interest. Must have satisfactorily completed 12 hours of graduate coursework before enrolling. Internship approval is required prior to enrollment. (Graded satisfactory/unsatisfactory.) (TBA)

**HPE 591 Graduate Seminar (1-3)** As announced. (TBA)

**HPE 593 Topics in Sport (1-3)** As announced. (May be repeated for credit.) (TBA)

**HPE 599 Master's Thesis (1-6)** The thesis submitted must provide evidence of sound scholarly method and demonstrate the student's capacity for research. Must total six (6) credit hours for graduate degree. Prerequisite: Graduate standing and consent of graduate advisory committee. (TBA)

## HISTORY

**HIST 569 Workshop in History (1-3)** As announced. (May be repeated for credit.) Prerequisite: Consent of instructor.

**HIST 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**HIST 593 Topics in History (1-3)** As announced. (May be repeated for credit.)

## INFORMATION SYSTEMS

**IS 500 Information Systems for Managers (3)** Examines the relationship between information systems and organizational strategy. Introduces key issues in managing information technology and stresses management's role in implementing information systems to execute the organizational strategy. Prerequisite: Entry into the MBA program. (F, S, Su)

**IS 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisites: Approval of instructor and graduate coordinator required.

**IS 593 Topics in Information Systems (1-3)** Graduate topics in Information Systems. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisite: Entry into the MBA program.

## MANAGEMENT

**MGT 520 Leading Human Resources (3)** A practical guide for managers on how to improve the level of performance and quality of work of people within an organization. Students will attempt to understand the requirements of managing a diverse workforce and the necessity of effective leadership in an ever-changing business environment. Prerequisites: Entry into the MBA program. (F, S)

**MGT 530 Production and Operations Management (3)** Production/Operations Management (POM) includes the application of quantitative techniques for managerial decision making. Prerequisite: BUS 555 or CPC completion. (F, S)

**MGT 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisites: Approval of instructor and graduate coordinator required.

**MGT 593 Topics in Management (1-3)** Graduate topics in Management. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisite: Entry into the MBA program.

**MGT 540 Strategic Management (3)** This course focuses on the formulation of strategic policies to achieve organizational goals, the implementation of those goals, the measurement of results, and the reappraisal of policies and goals. Key concepts, tools, and principles of strategy formulation and implementation will be discussed. Prerequisites: FIN 541; MGT 530; and MKT 517. (F, S)

## MARKETING

**MKT 517 Marketing Management (3)** Marketing and its importance in the economy and the firm. Integrates the marketing functions and demonstrates the increasing complexity of the modern marketing system. Prerequisite: Entry into the MBA program. (F, S)

**MKT 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of three (3) credits.) Prerequisites: Approval of instructor and graduate coordinator required.

**MKT 593 Topics in Marketing (1-3)** Graduate topics in Marketing. Offered on demand; titles of topics will be announced. (May be repeated for credit with consent of MBA graduate advisory committee.) Prerequisite: Entry into the MBA program.

## MATHEMATICS

**MATH 569 Workshop in Mathematics (1-3)** As announced. (May be repeated for a maximum of four (4) credits.)

**MATH 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**MATH 593 Topics in Mathematics (1-3)** As announced. (May be repeated for credit.)

## MUSIC

**MUSIC ENSEMBLES**

**MUS 526 Music Ensembles (1)** A) Choral; B) Instrumental; C) Band.

**Applied Music Private Lessons (1-3)** One half-hour lesson per week for one credit. One-hour lesson per week for two credits. One-hour lesson plus a seminar per week or equivalent for three credits. (May be repeated for credit.) Prerequisite: Consent of instructor. (F, S, Su)

**MUS 508 Private Lessons/Non-Major**

**MUS 509 Private Lessons/Secondary Instrument**

**MUS 510 Voice**

**MUS 520 Piano**

**MUS 540 Woodwind Instruments**

**MUS 550 Brass Instruments**

**MUS 560 Percussion Instruments**

**THEORY COURSES**

**MUS 569 Workshop in Music (1-3)** As announced. (May be repeated for a maximum of three (3) credits.)

**MUS 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**MUS 593 Topics in Music (1-3)** As announced. No specific topic. (May be repeated for credit.)

## MUSIC EDUCATION

**MUED 569 Workshop in Music Education (1-3)** As announced. (May be repeated for credit.)

**MUED 576 Elementary Music: Materials/Techniques (3)** Study of Kodaly, Orff, and Weikart materials, methods, and techniques appropriate for the elementary music specialist.

## NURSING

**NURS 502 Research Methods in Nursing (3)** Introduction to research methodology in nursing. Focuses on the major types of qualitative and quantitative research designs in nursing and the development of quality research proposals. Utilizing research to make practice decisions based on evidence and incorporating research findings into professional nursing practice are emphasized. Technology applications in the research process are explored. (F, S)

**NURS 506 Ethical and Sociocultural Perspectives on the Changing Health Care System (3)** Relates ethical principles to current challenges facing nursing professionals within the health care delivery system. Emphasis on enhancing moral courage and competencies such as moral agency, moral sensitivity, and ethical principalism in resolving ethical dilemmas. Explores sociological, political, and economic factors affecting health policies which impact access, quality, and cost of health care. Critical analysis of how nursing professionals can focus on local patterns of social determinants of health in order to improve effectiveness of health care and patient health outcomes. (Su)

**NURS 508 The Nurse Leader: New Perspectives on the Profession (3)** Addresses current program management understanding and skills required of nursing leaders and in particular, MSN-prepared nurse educators. Strategies for empowerment are presented to assist master's prepared nurses to assume and sustain leadership roles. (F, S)

**NURS 510 Nursing Concepts and Theories (3)** Development and use of disciplinary knowledge and concepts as they apply to advanced practice in nursing. Nursing theorists and conceptual models are explored, as are basic philosophical assumptions undergirding nursing. Educational theories are introduced, along with close examination of concepts supportive to 'meaningful learning' within nursing. (F, S)

**NURS 512 Teaching Strategies for Nurse Educators (3)** Theories and principles that support a variety of evidence-based teaching strategies effective with diverse learning styles and learning success for multicultural student populations. The roles of both the educator and student in designing an active learning environment provide the framework for analyzing pedagogic philosophies, theories, ethical/legal issues, and research related to teaching strategies and education. Attention given to the relationship between settings, methodologies of clinical teaching and the assessment of competencies. (S)

**NURS 514 Curriculum Development (3)** Curriculum development and all the many processes that contribute to it are examined. Major topics include curriculum components; professional, societal, and educational trends; frameworks; course and curriculum mapping, competencies, and outcomes; and the ethics and standards of curriculum development and revision. Prerequisites: EDF 503 and 538 (may be taken concurrently). (F)

**NURS 516 Roles, Responsibilities and Relationships of the Nurse Educator (3)** Roles, responsibilities, and relationships of the nurse educator in both academic and health care settings. Major topics include professional development, using evidence to improve teaching, cultural diversity and health equity, scholarship development for teaching, balancing role demands, collaboration and advocacy, use of AI and other technologies, and curriculum assessment and evaluation. (Su)

**NURS 517 Integrated Concepts of Disease Management (3)** Principles of pathophysiology, physical assessment, and pharmacology, as these apply to the management of disease processes, using a conceptual approach to interdisciplinary care. Case scenarios, clinical judgment development, active learning strategies and varied instructional resources are incorporated for course design. (Su)

**NURS 540 Innovative Instructional Design in Nursing (3)** Organize nursing educational principles through the utilization of nursing research, concepts, theories, and teaching methodologies for course development in an academic or nursing professional development program. Voice-over poster presentation of designed course will be shared, and peer-reviewed by faculty and classmates. Prerequisite: NURS 514. This course serves as a prerequisite/corequisite for NURS 544. (May be taken concurrently.) (F, S)

**NURS 544 Nurse Educator Capstone Practicum (3)** The nurse educator capstone course for the program. Students will complete 96 contact hours in a practicum, in settings enabling them to focus on academic and/or nursing professional development program education, to include leadership, nurse educator roles and responsibilities, and the NLN Novice Nurse Educator Core Competencies. Prerequisite: NURS 540. (May be taken concurrently.) (F, S)

## PHYSICS

**PHYS 539 Teaching in Physics (1)** Methods, resources, lesson plans in teaching physics; lecture and laboratory. Prerequisite: Consent of instructor; open only to students working toward teaching licensure.

**PHYS 569 Workshop in Physics (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**PHYS 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**PHYS 593 Topics in Physics (1-3)** As announced. (May be repeated for credit.)

## POLITICAL SCIENCE

**PSCI 569 Workshop in Political Science (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**PSCI 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**PSCI 593 Topics in Political Science (1-3)** As announced. (May be repeated for credit.)

## PSYCHOLOGY

**PSY 569 Workshop in Psychology (1-3)** As announced. Will not count toward graduate degree.

**PSY 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of graduate coordinator.

**PSY 593 Topics in Psychology (1-3)** As announced. (May be repeated for a maximum of six credits (6) with consent of graduate coordinator.) Prerequisite: Consent of graduate coordinator.

## READING EDUCATION

**RED 510 Literacy Assessment and Evaluation (3)** Emphasis on naturalistic, authentic classroom-based assessment of K-12 readers and writers and the interrelationships among assessment, evaluation, and instruction. (F, S)

**RED 517 Advanced Reading Theory/Philosophical and Historical Foundations of Reading (3)** Emphasis on theoretical frameworks for reading including psycholinguistics, sociolinguistics, anthropology, constructivism, and progressive education as well as the historical foundations of reading instruction in the United States. Course is designed to provide an understanding of the reading process and evaluation of past and current approaches to teaching reading in the elementary and middle school setting. (F)

**RED 518 Content Area Literacy (3)** Methods for teaching reading/writing in the content areas K-12. Emphasis integrating literacy across the disciplines using children's and young adult literature. Exploration of a variety of genres of literature and appropriate strategies for content area instruction. (F, S, Su)

**RED/ELED 520 Literacy through Multimodalities (3)** In-depth study of the multiple literacies learners and readers encounter today, including multimodal texts. Examination of the impact of technology, multiple sign systems, and semiotics in relation to critical literacy in and out of the classroom. (Odd F, Su)

**RED 524 Children's and Adolescent Literature in the Classroom (3)** Critical selection, analysis, and evaluation of literature use in K-12 classrooms, including censorship, multiculturalism, and bias; appropriate curriculum planning and implementation; the use of literature to promote reading and writing across the curriculum; consideration of reader response theory and its impact on learning. (Odd S, Su)

**RED 527 Literacy Development in K-12 Learners (3)** Exploration of the development of literacy in K12 learners with a focus on reading and writing development, connecting theory with age-appropriate literacy practices. (F)

**RED 528 Supporting Writing in the Classroom (3)** Emphasis on the theoretical background for the teaching of writing in the classroom. First-hand experience in the Reading/Writing Workshop including writing across the content areas. (S)

**RED/BLED 538 Language Arts and the Teacher of English as a Second Language (3)** Development of listening, speaking, reading, and writing skills within a language arts program for bilingual students. (S, Odd Su)

**RED/ELED 542 Integrated Technology and Literacy Through Project Based Learning (3)** See ELED 542 for course description. (F, S)

**RED 569 Workshop in Reading (1-3)** As announced. (Up to three (3) credits may count toward graduate degree with prior approval of graduate committee.)

**RED 579 Individual Research in Reading/Literacy Education (1-3)** Independent Study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**RED 587 Approaches to Teaching Literacy (3)** Study of writing and reading development from childhood to adulthood using methods and materials for fostering phonemic awareness, phonics, word study, comprehension, and fluency and spelling and language investigations within a literature-based, writing-centered pedagogy. Required for elementary alternative licensure. (F, S)

**RED 590 Graduate Project (1-6)** A graduate project designed as a culminating exhibition of mastery of the content of the candidate's program. Co-requisite: Comprehensive exam must be taken prior to or during the semester the project is defended.

**RED 593 Topics in Reading (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

## SECONDARY EDUCATION

**SED 518 Reading and Literacy in Secondary Education (3)** Methods for literacy development in secondary education. Examination of effective practices to promote literacy skills in secondary disciplines. Emphasis on development of pedagogical skills to create standards-based, engaging instruction through effective literacy strategies. (F, S)

**SED 526 Diversity Issues in Secondary Education (3)** The purpose of this course is twofold: 1) To examine diversity and its educational impact in the secondary education classroom and 2) To assist students in developing an educational environment that supports a multitude of students. Students are expected to engage in a focused exchange of ideas related to a range of topics, including race and ethnicity, gender, class, exceptionalities, language, and others. (F, S, Su)

**SED/ELED 529 Operating Systems, Networking and Cloud Computing for Teachers (3)** An overview of operating systems including Mac and Windows, basic networking concepts, and implications and understanding of cloud computing at the local school and district level. (F)

**SED/ELED 531 Social Issues and Ethics in Digital Computing for Teachers (3)** Explores the social and ethical issues confronting classroom teachers. Areas to be explored: Understanding what computer ethics means and its implication for 21st Century Learning; risks of computing in the digital classroom; privacy and copyrights issues and what it means to be connected to a digital world. (Su)

**SED/ELED 532 Technology Integrated Curriculum (3)** See ELED 532 for course description. (Su)

**SED/ELED 535 Technology Curriculum Design and Action Research (3)** See ELED 535 for course description. Prerequisite: ELED/SED 532. (F)

**SED/ELED 537 Technology Leadership (3)** See ELED 537 for course description. Prerequisites: ELED/SED 532 and 535. (S)

**SED/ELED 538 IT Project Management for Teachers (3)** See ELED 538 for course description. (S)

**SED/ELED 540 Creativity Across the Curriculum (3)** See ELED 540 for course description. (F, Su)

**SED/ELED/RED 542 Integrated Technology and Literacy Through Project Based Learning (3)** Explores aspects of creating student-led projects using technology. Project-Based Learning (PBL) will be used as a vehicle to explore ways to engage students in literacy, diversity, and inquiry-based learning. Specific areas to be covered will be 21st Century Learning, in-depth inquiry, driving questions and assessments. (F, S)

**SED 569 Workshop in Secondary Education (1-3)** As announced. (Up to three (3) credits may count toward graduate degree with prior approval of graduate advisory committee.)

**SED/SPED 571 Internship I Classroom Management (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in classroom management. Prerequisite: Must be the "teacher of record" in a public-school classroom. Alternative licensure program advisor approval required. (F, S)

**SED/SPED 572 Internship II Instruction and Assessment (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in instruction and assessment. Prerequisite: Must be the "teacher of record" in a public-school classroom. Alternative licensure program advisor approval required. (F, S)

**SED/SPED 573 Internship III Professional Evaluation (1)** Field-based professional development and mentoring in a public-school classroom. Teacher reflection and evaluation of dispositions, professionalism, and practice. This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department. Alternative licensure program advisor approval required. (F, S)

**SED 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of six (6) credits.) Prerequisite: Consent of instructor.

**SED 583 Field Studies in Secondary Education (1-3)** (May be repeated with permission of instructor.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SED 593 Topics in Secondary Education (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**SED/SPED 571 Internship I Classroom Management (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in classroom management. Prerequisite: Must be the "teacher of record" in a public-school classroom. Alternative licensure program advisor approval required. (F, S)

**SED/SPED 572 Internship II Instruction and Assessment (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in instruction and assessment. Prerequisite: Must be the "teacher of record" in a public-school classroom. Alternative licensure program advisor approval required. (F, S)

**SED/SPED 573 Internship III Professional Evaluation (1)** Field-based professional development and mentoring in a public-school classroom. Teacher reflection and evaluation of dispositions, professionalism, and practice. This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department. Alternative licensure program advisor approval required. (F, S)

**SED 596 Graduate Capstone Project (3)** The Graduate Capstone Project integrates previous coursework and includes guided study in a specific area of Secondary Education. The course provides practical experience culminating in the demonstration of competency in research and effective practice as evidenced by design, creation and/or implementation of a professional project in education. Synchronous, virtual class meetings are required during the semester. Prerequisites: Candidates must have completed no fewer than 30 hours applicable to their degree plan, have completed all Educational Studies Core courses, and be in good standing with the ENMU Graduate School. Advisor approval required. Prerequisite: EDF 500. (F, S)

## SOCIAL WORK

**SOWK 511 Generalist Social Work Practice (3)** Professional social work practice based on a social systems paradigm and social work values and ethics. Content emphasis on practice with individuals, families, and groups. (F)

**SOWK 513 Generalist Social Work Practice with Organizations and Communities (3)** Professional social work practice based on a social systems paradigm and social work values and ethics. Content emphasis on practice with communities and organizations. (S)

**SOWK 515 Theories and Perspectives (3)** Critical analysis of theories and perspectives on individual and family development with emphasis on the functioning of the system and interaction in the social context. (F)

**SOWK 517 Evaluation of Social Work Practice (3)** Application of formative and summative evaluation methods employed to determine the effectiveness of programs and interventions of social work practice with all systems. (S)

**SOWK 519 MSW Capstone (3)** Capstone course on the clinical competencies of advanced social work practice. Evaluation of program students' integration of classroom and field education on the CSWE competencies and the NASW Code of Ethics. Self-care, professional conduct, practice, and licensure are emphasized. (Su)

**SOWK 521 Human Behavior in the Social Environment: Individuals and Families (3)** Individual and family development from a social system, ecological perspective. Content includes life span development from conception to old age. (F)

**SOWK 522 Human Behavior in the Social Environment: Social Systems (3)** Theoretical foundations of human behavior from a social systems, ecological perspective. Emphasis on reciprocal, interactive influences of individual, group, organizations, and community behavior and environments. (S)

**SOWK 531 Social Work Research (3)** Examination of quantitative and qualitative research methods used in social work including phases and design of a research project. Ethical standards and cultural considerations are highlighted. (F)

**SOWK 533 Social Welfare Policy and Services (3)** Overview of contemporary social welfare system in the United States as a response to social work problems with special attention to social work's history in this country. Emphasis on descriptive analysis of programs and policies aimed at addressing poverty and social justice. (Su)

**SOWK 536 Human Diversity and Social Justice (3)** Foundations of knowledge for effective social work practice with diverse individuals and groups. Explores the background, worldview, and special needs of groups with respect to race and ethnicity, religion, gender, disability, sexual orientation, sexual identity, age, and other marginalized groups. (S)

**SOWK 541 Social Work in Behavioral Health (3)** Historical and political context of behavioral health and mental health care. Explores the impact of substance use, gambling, and eating disorders on individuals, families, and communities. Emphasizes the multidisciplinary nature of behavioral health practices. (Su)

**SOWK 543 Current Diagnostic Trends – DSM-5 and The Strengths Perspective (3)** Provides a deeper understanding of the process of diagnosing mental disorders utilizing the latest framework as described in the Diagnostic and Statistical Manual, fifth edition (2013). Explores the integration of the psycho-pathological perspective with the strengths perspective. The importance of generating accurate diagnosis while at the same time attending to the person's uniqueness, social context, issues of poverty, discrimination, and exclusion that contribute to their sense of social well-being, health, and conscientiousness is emphasized. (F)

**SOWK 545 Seminar in Brief Treatment (3)** Builds on knowledge of short-term treatment, expanding toward understanding, and the practice of brief treatment as a modality of social work intervention. Differences and common elements of three approaches to brief treatment (task-centered, crisis intervention, brief psychotherapy) are explored and related to social work practices with individual clients. (Su)

**SOWK 551 Family Assessment and Intervention (3)** Examines different theoretical approaches to assessment and intervention with families. Focus on interpersonal interaction patterns and systems. Different models of family therapy described, applied, compared with other models and/or theories, and evaluated for effectiveness. (F)

**SOWK 553 Advanced Social Work Practice in Groups (3)** Prepares students for advanced practice in group work. Focuses on the application of multiple theoretical approaches in group work practice with diverse and at-risk populations. Emphasis on social and economic justice. (S)

**SOWK 555 Psychotherapy with Adults (3)** Focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. Includes psychotherapy informed by psychodynamic and cognitive behavioral frameworks. (S)

**SOWK 561 Military Culture for Social Workers (3)** Provides an understanding of military culture. Focus is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. (F)

**SOWK 563 Practice with Military Populations (3)** Designed to provide the knowledge and skills for clinical work services when working with military members, military families, and veterans. Concentration is on evidence-based practice theories and group work models consistent with empowerment and ecological perspectives. Focus is on military groups from diverse cultural backgrounds. (S)

**SOWK 565 Social Work Practice in Stress, Trauma, and Crisis with Military Personnel (3)** Course focus is on the wartime and post-war, combat trauma, crisis, and stress experiences and responses of military personnel. Emphasis is on the short-term and long-term impact of posttraumatic stress and vicarious trauma. Additional focus on the families of military personnel. (S)

**SOWK 569 Workshop in Social Work (1-3)** As announced. (May be repeated for a maximum of six (6) credits.) (TBA)

**SOWK 571 Practice with Children, Youth and Families (3)** Focuses on the multiple systems that affect children, youth, and their families as well as best practices to promote healthy physical, social, and emotional development. Discussion on trauma impact on child and adult development, as well as societal factors that influence resiliency, engagement, and treatment outcomes. (F)

**SOWK 573 Social Work and Child Welfare: Professional Culture and Leadership (3)** Examines the dynamic nature of child welfare workforce environment with attention to interpersonal communication styles, professionalism in the workforce, leadership styles, and clinical supervision. (S)

**SOWK 575 Research-Informed Practice in an Agency Setting (3)** Critical examination of agency practice. Identification of research-informed practice methods that may be applied in the agency and implementation styles of change initiatives. Initiative fatigue and implementation styles examined through a systems theory lens. (S)

**SOWK 579 Individual Research (1-3)** Independent Study. As announced. (May be repeated for a maximum of four (4) credits.)

**SOWK 588 Foundation of Field Education/Seminar I (3)** Field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate generalist knowledge, skills, and values learned in foundations courses with field experience. (F)

**SOWK 589 Foundation of Field Education/Seminar II (3)** Continued field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate generalist knowledge, skills, and values learned in continuing foundations courses with field experience. (S)

**SOWK 593 Topics in Social Work (1-3)** As announced. (May be repeated for credit.)

**SOWK 597 Advanced Social Work Field Education/ Seminar I (3)** Field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate specialized knowledge, skills, and values learned in concentration courses with field experience. (F)

**SOWK 598 Advanced Social Work Field Education/ Seminar II (3)** Continued field placement in human service organization under the supervision of a licensed master's level social worker. Students integrate specialized knowledge, skills, and values learned in continuing concentration courses with field experience. (S)

## SOCIOLOGY

**SOC 569 Workshop in Sociology (1-3)** As announced. (May be repeated for credit.)

## SPANISH

**SPAN 510 Mexican Culture and Civilization: Immersion (3)** An intensive study of Mexican culture and civilization, with special attention to Mayan culture in the Yucatan, as part of a total immersion study program in Mexico. (Su)

**SPAN 569 Workshop in Spanish (1-3)** As announced. (May be repeated for a maximum of four (4) credits.)

**SPAN 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

## SPECIAL EDUCATION

**SPED 501 Introduction to Exceptional Students (3)** Overview of Special Education and current categories of eligibility under IDEA. Teaching strategies, Special Education policies and procedures for working with children with exceptionalities. SPED 501 cannot be applied to the Master of Special Education/General Emphasis Degree. (F, S, Su)

**SPED 503 Special Education Law (3)** The study of legal requirements, historical and current, of special education. Legal issues within and outside special education and trends which guide the legal adherence to a free and appropriate education for students with disabilities. Must be completed with a grade of "B" or better. Prerequisite: EDF 500. (Even S, Su)

**SPED 505 Low Incidence Disabilities: Theory to Practice (3)** Research and principles of low incidence disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, adaptive devices, methods, and materials. (F, S)

**SPED 508 Foundations of Early Childhood Special Education (3)** Overview of early intervention and early childhood special education including underlying theoretical foundations, emergence as a field, and laws and policies which govern practice. Draws from experts in the field, current research, and issues, and presents best practices for working with young children. (F)

**SPED 509 Gifted: Theory to Practice (3)** Research and principles of gifted and talented education; definitions, identification, characteristics, classifications, prevalence, curricula, management, methods, and materials. (F)

**SPED 512 Language and Learning (3)** Communication development in young children (birth through 8) and the impact literacy-rich environments have on early learning. Brain-based theories, parent-child interactions, emotional/mental well-being, and concomitant factors affecting communication development and emerging literacy. (Even F)

**SPED 515 Foundations of Positive Behavior Support (3)** Overview of positive behavioral supports (PBS), basis and motivation for behaviors, functional behavior assessment (FBA) and development of support plans to promote learning. Studies sensory issues which affect behavior and strategies to support those challenges. Emphasis is on young children birth through 8. (F)

**SPED/SED 518 Reading and Literacy in Secondary Education (3)** Methods for literacy development in secondary education. Examination of effective practices to promote literacy skills in secondary disciplines. Emphasis on development of pedagogical skills to create standards-based, engaging instruction through effective literacy strategies. (F, S, Su)

**SPED 521 Applied Behavioral Analysis for Teachers (3)** The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted. (Even S)

**SPED 526 Multicultural Special Education (3)** This course is designed to introduce students to the trends and issues in Special Education relative to students with disabilities and students with disabilities who come from culturally and linguistically diverse backgrounds. (F)

**SPED 539 Classroom and Behavior Management (3)** Major concepts and techniques of effective classroom and behavior management utilizing technologies for applied behavior analysis and the theories and methods of positive behavior support. Issues focusing on manifestations determinations, functional behavior assessment and behavior intervention plans presented as well as information on token economics and behavioral level systems to apply in the classroom. (F, SU)

**SPED 540 High Incidence Disabilities: Theory to Practice (3)** Research and principles of high incidence disabilities; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods, and materials. (S, Su)

**SPED 548 Emotional Disturbance: Theory to Practice (3)** Research and principles of behavior disorders/emotional disturbance; definitions, etiology, characteristics, classifications, prevalence, curricula, management, methods, and materials. (Even S, Su)

**SPED 552 Autism Spectrum Disorders (3)** Disorders that fall under the category of Autism Spectrum Disorders. Covers etiology, historical perspectives, assessment/diagnosis, characteristics, and strategies which will positively support the development of skills in communication, behavior, social interactions, and academics. (Even S, Su)

**SPED 569 Workshop in Special Education (1-3)** As announced. (May be repeated for a maximum of three (3) credits.)

**SPED 579 Individual Research (1-3)** (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SPED 583 Field Studies in Special Education (1-3)** As announced. Prerequisite: Consent of instructor. Approval for this course must be received prior to the semester taken.

**SPED 593 Topics in Special Education (1-3)** As announced.

**SPED/SED 571 Internship I Classroom Management (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in classroom management. Prerequisite: Must be the "teacher of record" in a public-school classroom (F, S)

**SPED/SED 572 Internship II Instruction and Assessment (1)** Field-based professional development and mentoring in a public secondary school classroom; provides opportunities to develop skills in instruction and assessment. Prerequisite: Must be "teacher of record" in a public-school classroom. (F, S)

**SPED/SED 573 Internship IIII Professional Evaluation (1)** Field-based professional development and mentoring in a public-school classroom. Teacher reflection and evaluation of dispositions, professionalism, and practice. This course can only be taken upon successful completion of all licensure exams as set forth by the New Mexico Public Education Department. (F, S)

**SPED 596 Graduate Capstone Project (3)** The Graduate Capstone Project integrates previous coursework and includes guided study in a specific area of Special Education. The course provides practical experience culminating in the demonstration of competency in research and effective practice as evidenced by design, creation and/or implementation of a professional project in education. Synchronous, virtual class meetings are required during the semester. Prerequisites: Candidates must have completed no fewer than 30 hours applicable to their degree plan, have completed all Educational Studies Core courses, and be in good standing with the ENMU Graduate School. Advisor approval required. (F, S, Su)

## STATISTICS

**STAT 513 Statistical Analysis II (3)** One- and two-sample tests and associated confidence intervals for means and proportions; one- and two-way analysis of variance; correlation and regression methods, contingency tables. Prerequisite: STAT 500 or consent of instructor.

**STAT 569 Workshop in Statistics (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**STAT 579 Individual Research (1-3)** (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**STAT 593 Topics in Statistics (1-3)** As announced. (May be repeated for credit.(

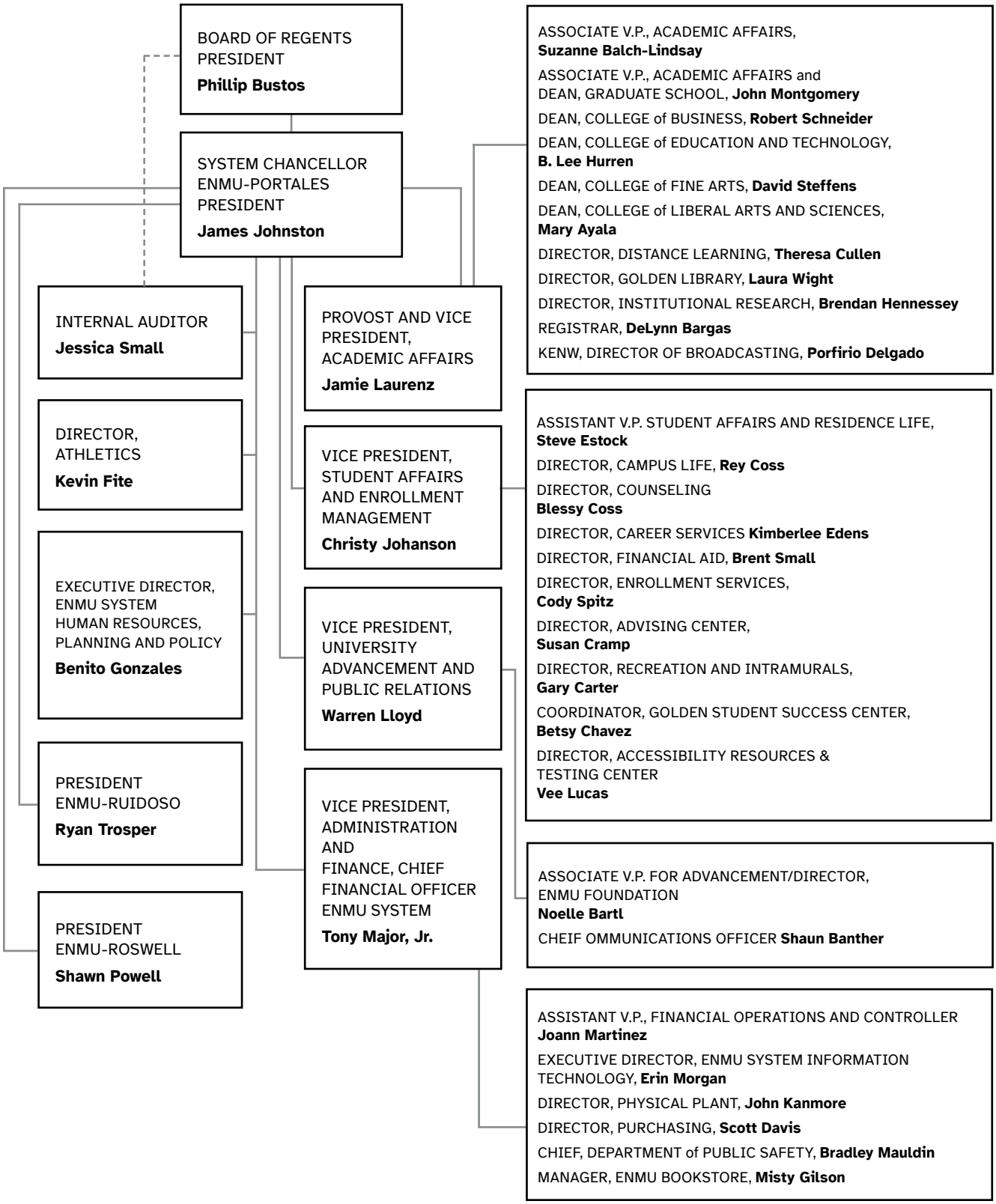
## THEATRE

**THTR 569 Workshop in Theatre (1-3)** As announced. (May be repeated for a maximum of six (6) credits.)

**THTR 579 Individual Research (1-3)** Independent study. (May be repeated for a maximum of four (4) credits.) Prerequisite: Consent of instructor.

**THTR 593 Topics in Theatre (1-3)** As announced. (May be repeated for credit.)

# ENMU Administrative Chart



# 2026-28 Eastern New Mexico University

## BOARD OF REGENTS

**Michelle Lujan Grisham**
Governor of New Mexico (Ex-officio)

**Phillip Bustos**
**Ray Birmingham**
**Emily Wilbanks**
**Lance Pyle**
**Trish Ruiz**

## OFFICE OF THE PRESIDENT

**James N. Johnston**
Chancellor/ENMU-Portales President

**Jamie Laurenz**
Provost, Vice President for Academic Affairs

**John Montgomery**
Associate Vice President, Academic Affairs
Research and Program Development
Dean, Graduate School

**Suzanne Balch-Lindsay**
Associate Vice President, Academic Affairs
Academic Services

**Mary Ayala**
Dean, College of Liberal Arts and Sciences

**B. Lee Hurren**
Dean, College of Education and Technology

**David Steffens**
Dean, College of Fine Arts

**Robert Schneider**
Dean, College of Business

**Tony Major Jr.**
Vice President, Administration and
Finance, System Chief Financial Officer

**Erin Morgan**
Executive Director for
System Information Technology

**Christy Johanson**
Vice President, Student Affairs
and Enrollment Management

**Warren Lloyd**
Vice President for University Advancement and
Public Relations

## ENMU RUIDOSO

**Ryan Trosper**
President

## ENMU ROSWELL

**Shawn Powell**
President

## UNIVERSITY FACULTY

**Ananta Acharya** | Assistant Professor of Mathematical Sciences (2024) | B.S, M.S., Tribjuvan University; Ph.D., University of North Carolina, Greensboro

**Johannes Addido** | Graduate Coordinator, Department of Curriculum and Instruction; Assistant Professor of Elementary Education (2023) | BSc., Kwame Nkrumah University of Science and Technology; M.S., Duke University; Ph.D., University of Wyomingq

**Hamid Allamehzadeh** | Professor of Electronics Engineering Technology (1998) | B.S., M.S., Ph.D., University of Oklahoma

**Precious Allor** | Assistant Professor of Economics (2025) | B.A., Kwame Nkrumah University of Science and Technology; M.A., Eastern Illinois University; Ph.D., Kansas State University

**Emmanuella Anang** | Assistant Professor of Environmental Science (2026) | B.S., M.S., Kwame Nkrumah University of Science and Technology; Ph.D., Wuhan University of Science and Technology

**George Arguello** | Director, Bachelor of Social Work Program; Instructor of Social Work (2024) | B.S., Eastern New Mexico University; M.S.W., New Mexico Highlands University

**Megan Arlett** | Assistant Professor of Creative Writing (2022) | B.A., University of Leicester; M.F.A., Florida International University; Ph.D., University of North Texas

**Brendon Asher** | Blackwater Draw Director; Associate Professor of Anthropology (2016) | B.A., M.A., University of Kansas

**Mary Fanelli Ayala** | Dean, College of Liberal Arts and Sciences; Professor of Spanish (1992) | B.A., LaSalle University; M.A., Ph.D., Temple University

**Suzanne Balch-Lindsay** | Associate Vice President of Academic Affairs; Professor of History (1995) | B.A., M.A., Ph.D., Texas Tech University

**Kalynn Baldock** | Chair, Department of Agriculture, Food Science, and Kinesiology; Associate Professor of Agriculture (2020) | B.S., M.S., Eastern New Mexico University; Ed.D., Texas Tech University

**Matthew Barlow** | Graduate Coordinator; Chair, Department of Biology; Professor of Biology (2010) | B.S., University of New Mexico; M.S., Ph.D., University of North Texas Health Science Center at Fort Worth

**Jonathan Barr** | Chair, Department of Theatre and Digital Filmmaking; Associate Professor of Digital Filmmaking (2012) | B.A., M.F.A., Temple University

**Cindy Benge** | Associate Professor of Reading and Literacy Education (2019) | B.A., Texas Tech University; M.Ed., Ed.D., Sam Houston State University

**Marina Bengoa Roldan** | Assistant Professor of Music (2024) | B.M., CSMC Salvador Segui; M.M., Georgia State University; D.M.A., University of Oregon

**Lonnie Berry** | Instructor of Communication (2023) | B.U.S., M.A., Eastern New Mexico University

**Sangharsha Bhatta** | Instructor of Mathematics (2024) | B.S., Troy University; M.S., University of Alabama at Birmingham

**Marie Bird** | Assistant Professor of Music (2023) | B.M., Florida State University; M.M., University of Alabama; D.M.A., Texas Tech University

**Janet Birkey** | Associate Professor of Counseling (2018) | B.A., M.A., Eastern New Mexico University; D.C., Midwestern College;

**Gary Bond** | Professor of Psychology (2014) | B.A., M.A., Ph.D., New Mexico State University

**Steven Brust** | Associate Professor of Political Science (2014) | B.S., University of Southern California, Los Angeles; M.A., Franciscan University of Steubenville; M.A., Ph.D., The Catholic University of America

**Kristie Buchanan** | Director, Nursing Program; Assistant Professor of Nursing (2026) | A.D.N., Clovis Community College; B.S.N., Texas Tech University; M.S.N., University of Texas at Arlington; D.N.P., Abilene Christian University

**Patricia Cabrales-Arellano** | Assistant Professor of Biology (2023) | B.S., Technological Institute of Valle del Guadiana; M.S., National Polytechnic Institute; Ph.D., Universidad Nacional Autonomas de Mexico

**Omar Camarillo** | Chair, Department of History, Social Sciences and Religion; Professor of Criminal Justice (2015) | B.S, M.S., University of Texas-Pan American; Ph.D., Texas A&M University at College Station

**Lisa Campbell** | Instructor of Culinary Arts (2020) | B.S., M.A., New Mexico State University

**Tracie Campbell** | Assistant Professor of Instruction and Curricular Development (2023) | B.A., Texas Tech University; M.A., Eastern New Mexico University; Ed.D., Argosy University

**Tracy A. Carr** | Professor of Music (1999) | B.M., University of Rhode Island; M.M., Miami University; D.M.A., University of Southern California

**Edgar Ceh Varela** | Associate Professor of Computer Science (2021) | B.S., Technological Institute of Merida; M.I.T., Inter-American University for Development; Ph.D., New Mexico State University

**Deborah Chavez** | Instructor of Social Work (2022) | B.S.W., Eastern New Mexico University; M.S.W., Western New Mexico University

**Moumita Choudhury** | Assistant Professor of Communicative Disorders (2026) | B.Aud., University of Calcutta; M.S., University of Mysore; M.Phil., University of Manchester; Au.D., Arizona School of Health Sciences

**Corey Cole** | Chair, Department of Financial Disciplines; Associate Professor of Finance (2014) | B.B.A., M.B.A., Eastern New Mexico University; Ph.D., Northcentral University

**Maria Crisostomo** | Instructor of Communicative Disorders (2026) | B.S., M.S., Eastern New Mexico University

**Selenda Cumby** | Assistant Professor of Education Administration (2024) | B.A., M.Ed., Wayland Baptist University; Ph.D., Texas Tech University

**Mary Daughrity** | Associate Professor of Elementary Mathematics Education (2002) | B.A., M.A., Ph.D., University of Wyoming

**Drew Davis** | Assistant Professor of Biology (2023) | B.S., University of Texas at Austin; M.S., Texas State University; Ph.D., University of South Dakota

**Rebecca Davis** | Associate Dean, College of Education and Technology; Professor of Special Education (2006) | B.S., New Mexico State University; M.C.D., Louisiana State University Medical Center; Ed.D., Texas Tech University

**Kelly De La Rosa** | Instructor of Nursing (2017) | B.S.N., Texas Tech University Health Sciences Center; M.S.N., Grand Canyon University

**Eric Derr** | Instructor of Audio Technology (2025) | B.M., DePaul University; M.M., McGill University; D.M.A., University of California, San Diego

**Rebecca Dewbre** | Instructor of Communicative Disorders (2022) | B.S., M.S., Eastern New Mexico University

**Micah Donohue** | Associate Professor of English (2016) | B.A., Colorado State University; M.A., New Mexico State University; Ph.D., Pennsylvania State University

**Maria Duarte** | Associate Professor of History (2017) | B.A., Universidad Michoacana; M.A., California State University; Ph.D., Indiana University

**Dipak Dulal** | Assistant Professor of Mathematics (2024) | B.A., B.Ed., M.A., Tribhuvan University; M.S., Ph.D., University of Alabama at Birmingham

**Dhimitraq Duni** | Associate Professor of Mathematics Education (2018) | A.A., Santa Fe Community College; B.S., University of Florida; M.S., DePaul University; Ph.D., Illinois State University

**Ronda Eade** | Assistant Professor of Counseling (2026) | B.A., M.A., M.Ed., Ph.D., Texas Tech University

**Donald C. Elder** | Professor of History (1995) | B.A., University of Northern Iowa; M.A., Ph.D., University of California-San Diego

**Tala Esperat** | Associate Professor of Curriculum and Instruction (2020) | B.A., Bethlehem University; M.P.A., Lamar University; Ph.D., Texas Tech University

**Seana Evelyn** | Assistant Professor of Communicative Disorders (2023) | B.S., M.A., New Mexico State University; Ph.D., University of New Mexico

**Oluniyi Fadare** | Assistant Professor of Chemistry (2025) | B.Sc., Federal University of Agriculture; M.Tech., Federal University of Technology; Ph.D., University of Chinese Academy of Sciences

**Maryam Farhadi** | Assistant Professor of Art (2025) | B.F.A., Alzahra University; M.F.A., University of Connecticut

**Julian Francolino** | Assistant Professor of Art (2022) | B.F.A., Biola University; M.F.A., Ph.D., University of California, Irvine

**J. Ben Fuqua** | Instructor of English (2022) | B.A., University of the South; M.A., University of Alabama; Ph.D., University of Georgia

**Jean-Marc Gandonou** | Associate Professor of Economics (2013) | B.A., University of New Orleans, France; M.S., Ph.D., University of Kentucky

**Christian Garcia** | Instructor of Social Work (2025) | B.S., Eastern New Mexico University; M.S., Walden University

**Verónica García Moreno** | Assistant Professor of Spanish (2024) | B.A., Montana State University; M.A., University of Leon; M.A., University of Seville; M.A., Ph.D., University of California, Los Angeles

**Lanjiabao Ge** | Instructor of Collaborative Piano (2024) | B.M., Virginia Commonwealth University; M.M., University of Miami; D.M.A., University of Florida

**Jeff Gentry** | Professor of Communication (2017) | B.A., Eastern Montana College; M.A., Colorado State University; Ph.D., University of Oklahoma

**Leslie Anne Gill** | Professor of Psychology (1996) | B.A., Loyola Marymount; M.A., Ph.D., Southern Illinois University

**Katherine Good** | Professor of Special Education (2001) | B.S., M.S.E., Eastern New Mexico University; Ed.D., Texas Tech University

**Rebbecca Gossett** | Instructor of Counseling (2024) | B.S., M.Ed., Eastern New Mexico University

**Catarina Gouveia Gaglianone** | Assistant Professor of Psychology (2026) | B.Sc., M.Sc., Anglia Ruskin University; Ph.D., The University of Edinburgh

**Corey Green** | Assistant Professor of Biology (2023) | B.S., Northern Michigan University; M.S., Sam Houston State University; Ph.D., University of North Texas

**Peter Grubisich** | Assistant Professor of Music (2024) | B.M., D.M.A., University of Iowa; M.M., University of South Carolina

**Richard Guerra** | Graduate Coordinator; Associate Professor of Health and Physical Education (2018) | B.S., M.S., Ph.D., Indiana University

**Christin Haney** | Instructor of Social Work (2018) | B.B.A., Baker College; M.S.W., University of Michigan

**Matthew Haney** | Associate Professor of Management (2015) | B.A., Columbia College Chicago; M.S., Ph.D., Texas Tech University

**Cheryll Hendershot** | Instructor of English (1997) | B.A., M.A., Eastern New Mexico University

**Scott Hendershot** | Instructor of Mathematics (2017) | B.S., M.A., Eastern New Mexico University

**Yoorim Hong** | Assistant Professor of Communication (2025) | B.A., College of Law, Korea University; B.A., School of Media, Korea University; M.A., Korea University; Ph.D., University of Missouri

**Jiangqu Hu** | Assistant Professor of Electronic Engineering Technology (2024) | B.S., Dalian Jiaotong University; M.S., Xidian University; Ph.D., State University of New York at Buffalo

**Michelle Hughes** | Instructor of Biology (2024) | B.S., M.S., Eastern New Mexico University

**B. Lee Hurren** | Dean, College of Education and Technology | B.A., Southern Utah University; M.Ed., Ph.D., University of Nevada, Reno

**Essa Imhmed** | Assistant Professor of Computer Science (2022) | M.S., Universiti Utara Malaysia; M.S., Ph.D., New Mexico State University

**Chunsheng Jin** | Assistant Professor of Business (2026) | B.B.A., Kyung Hee University; M.S., University of South Carolina; M.S., Georgia Institute of Technology; Ph.D., Iowa State University

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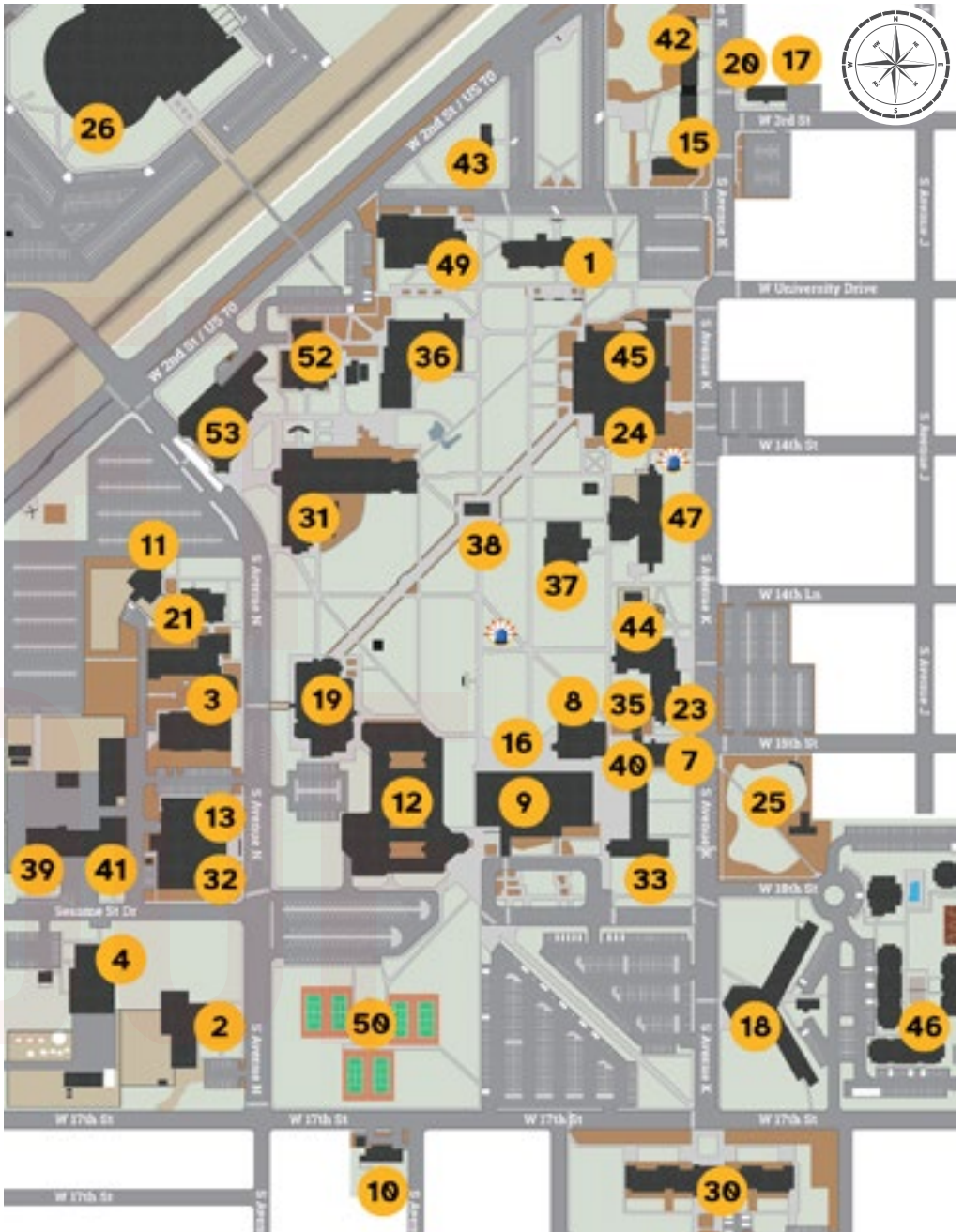
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**Jean Wozencraft-Ornellas** | Professor Emerita of Music

## Buildings

1. Administration (ADM)
2. Agriculture (AG)
3. Art and Anthropology (AA)
4. Art Annex (AAX)
7. Blackwater Draw Museum (BWDM)
8. Campus Bookstore (BKST)
9. Campus Union (CUB)
10. Casa del Sol
11. Child Development Center (CDC)
12. College of Business (COB)
13. Communication Building (COM)
15. Curry Hall (CUR)
16. Dallan Sanders Plaza (CUB)
17. Department of Public Safety (DPS)
18. Eddy Hall (EH)
19. Education (ED)
20. ENMU Foundation (DEV)
21. Food Sciences (FSC)
23. Gennaro Natural History Museum (GNHM)
24. Golden Student Success Center (GSSC)
25. Greek Park (GP)
26. Steve Loy Family Foundation Arena (SLFFA)
30. Guadalupe Hall (GH)
31. Jack Williamson Liberal Arts (JWLA)
32. KENW Broadcast Center (COM)
33. Lea Hall (LH)
35. Miles Mineral Museum (MMM)
36. Music Building (MB)
37. Natatorium (NAT)
38. Pergola (center of campus)
39. Physical Plant (PP)
40. Post Office (LH)
41. Purchasing (PUR)
42. Quay Hall (QH)
43. Roosevelt County Museum (RCM)
44. Roosevelt Science Center (RSC)
45. Runnels Gallery (GSSC)
46. San Juan Village (SJV)
47. Science Building (SB)
49. Student Academic Services (SAS)
50. Vetville Recreation Area (VRA)
51. University Computer Center (UCC)
52. University Theatre Center (UTC)




## Important Resources

Directory | enmu.edu/Directory
575.562.1011 | 8 a.m. to 5 p.m.

Enrollment Services
575.562.2178 | 8 a.m. to 5 p.m.

ENMU

# Campus Map

# 2026-28 Eastern New Mexico University

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